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Los Angeles Unified School District components funded under Title I/ESEA and implemented primarily during the summer of 1968 are evaluated in this volume. Seven elementary level programs concentrated on educational enrichment for pupils, human relations and instructional technique development for staff, and new curriculum material development for the district. Secondary level programs emphasized instruction, curriculum, counseling workshops, an incentive program for pupils with a foreign language background, and a pilot administration training component. Major efforts in special education were focused on experimentation and assessment-service center concept development. Supportive services efforts were directed toward neglected and delinquent children housed in institutions, multicultural leadership camp programs, conversational Spanish workshops, a human relations workshop, teacher training in coordination of volunteer services, and a guide for education aides. Each component report includes description, objectives, implementation, evaluation, conclusions, and recommendations. The detailed research design for each activity report is given in addendum A; supplemental data, in addendum B. An appendix includes evaluation forms and instruments used for data collection. (BS)

EVALUATION REPORTS
SUMMER COMPONENTS

ESEA

TITLE I

July 8, 1968
through
August 16, 1968

LOS ANGELES CITY SCHOOLS

ED026235
RE 001 540

LOS ANGELES UNIFIED SCHOOL DISTRICT

ESEA TITLE I COMPONENTS - SUMMER 1968

EVALUATION REPORTS

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Office of Research and Development

October 21, 1968

FOREWORD

Evaluation reports of components, implemented primarily during the summer of 1968, are contained in this volume. Programs which extended into summer school are included in other 1967-68 evaluation reports.

Seven programs at the elementary level concentrated on educational enrichment for pupils, on development of staff in the area of human relations and instructional techniques, and on the development of new curriculum materials.

Secondary level programs emphasized instruction, curriculum, and counseling workshops; an incentive program for pupils with a foreign language background; and a pilot administration training component.

Major efforts in the area of special education were focused on experimentation and development of the assessment-service center concept.

Supportive services efforts were directed toward neglected and delinquent youngsters housed in institutions, multicultural leadership camp programs, and the strengthening of school-community relations through conversational Spanish workshops, a human relations workshop, teacher training in coordination of volunteer services, and a guide for education aides.

Each component report has a similar format; and each component has a code designator assigned. The code designator may be found in the Table of Contents and it relates the component to instruments used in the evaluation.

The component report format is outlined below:

1.00 Description
2.00 Objectives
3.00 Implementation
    3.10 Duration of Component and Number of Schools
    3.20 Pupils
    3.30 Nonpublic School Pupils
    3.40 Activities
        3.41 Staff Activities
        3.42 Pupil Activities
    3.50 Specialized Materials, Supplies, and Equipment
    3.60 Personnel and Logistical Problems
4.00 Evaluation
    4.10 Design
    4.20 Attainment of Objectives
        4.21 First Objective
        4.22 Second Objective
        4.23 Third Objective
    4.30 Outcomes
5.00 Conclusions
6.00 Recommendations

Under section 3.00 Implementation, any sub-section not a part of the report is omitted, but the numbering sequence is retained. Under section 4.20, data relating to each objective are summarized and analyzed. The cycle is repeated to evaluate each design objective.

The detailed research design for each activity report will be found in Addendum A. State guidelines and instructions for completing the annual evaluation report prescribe the phrasing and designation of objectives for each component. Supplemental data may be found in Addendum B.

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DIVISION OF ELEMENTARY EDUCATION

EDUCATIONAL ENRICHMENT CENTER

Division of Elementary Education

1.00 DESCRIPTION

Five summer schools known as Educational Enrichment Centers were established on the periphery of currently identified compensatory education target areas of the Los Angeles Unified School District. These centers served many pupils who lacked in-depth experiences involving the humanities--art, music, related rhythmic activities, and literature. The centers served as sites at which pupils from various environments were brought together to share knowledge, advance understanding, and increase performance ability. An innovative feature of each Educational Enrichment Center was its organizational structure. Centers utilized departmentalization, team teaching, or a combination of both. Children were given large group, small group, and individual instruction. Some centers incorporated various activities in the areas of art, music, literature, and rhythmic activities into a unit theme. Some centers employed an ungraded approach to the instructional program. The final determination of the structure, organization, and classes offered within the four major areas at each center was dependent upon the needs of the particular pupils and the abilities of the teachers assigned. These centers operated concurrently with the regular Los Angeles Unified School District summer program, but were located on separate elementary school sites.

2.00 OBJECTIVES

-To improve the performance skills of children in art, music, rhythmic activities, and literature

-To provide cultural enrichment

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

The component was conducted from July 8 through August 16, 1968. Children from several schools in the area surrounding each center were transported by school bus to and from the center. Pupils from one hundred thirty schools participated in the program.

3.20 Pupils

Instruction in various phases of the arts was given to 1171 pupils. Approximately one-half of the pupils were from schools eligible for ESEA funding. The other half came from non-ESEA schools. Admission of pupils was invitational and was based on the following criteria:

-an expressed interest in one or more of the subjects being offered

-unusual ability in one or more of the subjects being offered as determined by teacher observations

-a record of high grades in one or more of the subjects being offered

-willingness to participate for the entire summer session

3.40 Activities

3.41 Staff Activities

An orientation to the purposes and goals of the program was conducted at each center during the first week of the session. Conducting the meeting were the principal, four operational supervisors in the areas of art and music, and the administrative consultant of the program. Teachers and teacher assistants (recruited from teacher training institutions) participated in this meeting. Throughout the summer session, supervisors provided practical assistance in the areas of curriculum development, ordering of materials, and the over-all program planning for each center.

3.42 Pupil Activities

Every pupil had the opportunity to participate in classes in the general area of his interest, and in at least one class in another area designed to broaden his skills and provide cultural enrichment. Typical classes in the area of art were ceramics, drawing and painting, design, puppetry, sculpture, stitchery, three-dimensional construction, photography, film and television production. Courses offered in music included beginning instrument classes, advanced orchestra classes, and instruction in the use of simple instruments such as recorders, harmonicas, autoharps, guitars, and rhythm instruments. Rhythmic activities consisted of gymnastics, folk dancing, and creative and interpretive dancing. Drama was utilized as a vehicle for integrating activities in the four major areas of instruction, and most centers presented culminating programs which were dramatic in nature and incorporated art, music, and rhythmic activities.

Throughout the session, pupils were transported by school bus to places of interest related to the school program. Field trips were taken to institutions presenting musical concerts, to art centers, to college campuses offering plays for children, to a professional opera performance, and to many other places of related cultural worth. In addition, resource experts in the many areas of the humanities performed for pupils at each center and worked directly with them.

3.50 Specialized Materials, Supplies, and Equipment

Instructional materials basic to the areas of art and music were made available to all teachers. In addition, many materials not listed on regular school supply requisitions were procured upon request. Typical items for art were synthetic stone for sculpture, plastic paint, and video tape recorders. In the area of music, guitars, recorders, and tone-bells were used in addition to the classical instruments. Gymnastic apparatus and special recordings were made available to enrich rhythmic activities. School and district equipment used included sewing machines, typewriters, tape recorders, cameras, projectors, listening center apparatus, and transcription machines.

3.60 Personnel and Logistical Problems

Some problems occurred in the procurement and delivery of supplies and equipment. The problems were due partially to the heavy load placed on the Business Division by the regular summer school program, and partially to the fact that many supplies were of special nature and had to be purchased from vendors who had not previously been approved for school purchase. This resulted in late arrival of some supplies.

4.00 EVALUATION

4.10 Design

The objectives for this component were evaluated according to the following variables: scores on rating scales in art, music, rhythmic activities, and literature; pupil, parent, and staff ratings of the component.

The following instruments were designed to collect information on the variables:

- -Form 001A, Knowledge and Use of Art Elements
- -Form 001B, Pupil Attitudes and Skills in Music
- -Form 001C, Rhythmic Activities Rating Scale
- -Form 001D, Literature and Language Rating Scale
- -Form 001E, Pupil Rating Scale
- -Form 001F, Administrative Evaluation
- -Form 001G, Teacher Evaluation
- -Form 001H, Parent Questionnaire

4.20 Attainment of Objectives

4.21 Objective: To improve the performance skills of children in art, music, rhythmic activities, and literature.

The evaluation provided for pre and post teacher ratings of pupil performance in art, music, rhythmic activities, and literature.

Ratings of skills in art were completed for 103 pupils at the beginning and at the end of the summer session. These ratings were based on pupils' use of five art elements: a) color, b) texture, c) line, d) form and shape, and e) light and dark. The median scores obtained with the rating scale 001A indicate that improvement was effected in the use of all five art elements, with the greatest gains occurring in the use of "line". Art ratings are shown in Table A, Addendum C.

Pupil comments about experiences in art classes are listed below:

> "I liked drawing and painting pictures and driving on the bus to and from school."

> "We got to do drawings, paintings, etc. that we couldn't do during the regular school year."
>
> "There are many art supplies, many, many, many, and we could do whatever we wanted. Also once in a while we had a lesson on something."
>
> "The teachers are nice and it is a lot of fun. And I meet new friends. I liked Ceramics the most and print making."
>
> "I love the Art Program. I love everything that I do. I especially love sculpturing. I love working with my hands in Art. I am proud to be in this program."
>
> "The thing I like is sculpturing and doing Batik."
>
> "I liked when we went on trips. I liked when we painted and when we made things out of plaster. I liked when we dyed cloth in many colors. I liked everything we did here."
>
> "I liked plaster sculpture because I've never worked with plaster before. When you finish you have a nice piece of work."
>
> "There were many interesting things to do. For example we learned contour drawing. I learned about dying cloth."
>
> "I liked all the different ways we worked in Art. I also liked the different materials. I liked the ways we could express ourselves."
>
> "I had an opportunity to improve in art. First I couldn't draw a car. Now I can. It is fun to see great artists."
>
> "You could freely work on whatever you want to with metal, wood and stone. We got to sketch and make things that I would like to make at home. I made things that I thought I couldn't make."

Both at the beginning and end of the summer session, teachers evaluated skills of 109 pupils in general music and in instrumental music. The ratings were based on pupils' performance of instrumental skills and their attitudes toward and appreciation of music.

Pre and post median scores in general and instrumental music showed improvement in every item rated. Gains in attitudes, appreciations, and skills, as reflected by median scores, were slightly higher in general music than in instrumental music (Tables B and C, Addendum C).

Comments illustrative of responses to a "Pupil Rating Scale of Classroom Experiences" are listed below:

> "I learned to play solos without getting nervous."
>
> "I liked the challenging music, the teacher, the competition between pupils."
>
> "I liked the music we played. I also liked the way friends were easy to make."

> "Everybody got a chance to do things like playing an instrument or exercising. The field trips were fun."
>
> "I liked playing in orchestra and having the opportunity to learn about other instruments."
>
> "I liked playing my flute and playing the records, drums, bells, dancing, and songs."
>
> "I like to sing to the records, to play the guitar, to play the autoharp, to play the flute."
>
> "You learned to write music which was fun. I liked learning songs on different instruments and singing songs."
>
> "Music gave me knowledge about clefs, music listening, theory and I do like it because we learned new music. I like to play the autoharp. I learned to play on strings and I liked the chorus."

Teachers rated 67 pupils in rhythmic activity skills at the beginning and end of the summer session. Ratings were based on pupil performance in fundamental and interpretive rhythms and pupil attitudes. Pre and post median scores showed gains on all eleven items rated, but more growth was evident in skills than in attitudes. Ratings appear in Table D, Addendum C.

Representative pupil comments are listed below:

> "The class I like is dance. We have fun too. I like the music that my teacher plays."
>
> "It gave me a basic understanding on modern dancing. I learned about the songs from different countries."
>
> "I enjoyed the music and dancing. Like to sing. I like the trips we went on. I liked the percussion group. I like dancing to music."
>
> "I enjoy dancing to music and I like to go on trips. In dancing we had a lot of fun with our teacher and all of the kids play together."
>
> "I liked dancing and the treats that we had. I liked dancing because we were in a lot of plays and I like the trips because I learned something. I liked everything about the class."

Teachers rated performance in literature and language for 85 pupils at the beginning and end of the summer session. Ratings were based on 14 items grouped under four categories: a) listening skills, b) speaking skills, c) creative activities, and d) attitudes and appreciations. Pre and post median scores revealed positive changes on all 14 items rated. The greatest gains appeared in pupils' "listening ability to make evaluations", "expressing thoughts in logical sequence", and "interpreting aesthetic experiences". Ratings are shown in Table E, Addendum C. Typical pupil comments are shown below:

> "I liked the idea that you can be anywhere anytime. For instance, if I was busy at drama I could stay through half of another period.

> I liked this class because I was associated with different roles and I like the idea of putting ideas together to get a play".
>
> "I liked the many exciting things we did in our Drama Class such as going on field trips to different places but the thing I liked the most was putting on our play. It was so much fun working with it and then it was even more exciting to give the performance."
>
> "I thought that my drama class was doing very good on me. I like it a lot in Drama class. I love things to do and drama class gave me wonderful things to do."
>
> "In language I liked writing stories and listening to stories."
>
> "I like the script writing because you get to write any kind of a play you like. When I grow up I am going to be script writer myself."
>
> "We learned how to enunciate our words and I liked that very much. I also liked going on trips, and do pantomines."

4.22 Objective: To provide cultural enrichment.

The contribution of the classes to cultural enrichment was assessed by pupil ratings. In response to questions on Form 001E the overwhelming majority indicated they derived satisfaction from Enrichment Center Activities, learned much, and enjoyed working with the other pupils (Table F, Addendum C).

Pupil responses to "What did you like most about these classes?" were varied and often very colorful. They referred with frequency to the latitude of choice of activity, the interesting curriculum, and the experience of working with new and different people. Many felt they had increased their art and music skills and appreciations. Several mentioned positive teacher-pupil relationships. Representative pupil comments follow:

> "What I liked most about these classes was having more than one teacher and smaller classes. In this way the teacher has more time with each pupil individually."
>
> "I got to meet a lot of very sweet people and I enjoy people. It also gave me something to do. I'm usually bored during summer vacation."
>
> "I felt that someone spends extra time on trying to teach me something that I haven't had the privilege to learn during real classes."
>
> "In writing you are more free to do things and say things you really feel. P.S. We have more time to play and exercise. In music we create our own compositions."
>
> "I know I have learned a lot more than I had before and I was able to enjoy my art studies without always having to worry about other homework."
>
> "I like the special attention each individual child got to help him work better. All of my teachers are patient. I liked having two different classes and a recess. I also liked going on all the field trips."

> "I worked with different materials and met different people."
>
> "The things I liked most about these classes are making and creating things that we have learned."
>
> "I enjoyed the field trips very much, especially the one to the art museum. I learned many things about art and I've made many new friends. I think that coming here to a strange school with strange people has prepared me for Jr. Hi."

4.23 Objective: To identify specific strengths and weaknesses of the project.

Of five principals participating, two responded. Both indicated that the broad racial and ethnic composition of the student body was a strength of the program. Teacher assistant services, highly competent teachers, and flexibility were also regarded as strengths. One of the principals stated:

> "This outstanding program effected outstanding results. It was the highlight of my 18-year career working for the Los Angeles City Schools."

One weakness mentioned was the inability of some staff members to take full advantage of the opportunity to be innovative. Both principals recommended planning further in advance. One of the principals put it this way:

> "Somehow we must convince teachers that we mean it when we say 'be creative and innovative', and that 'not to succeed' is not 'failure'. To do this, the program MUST be planned much farther in advance and with the same kind of creative and innovative spirit in planning with teachers that we expect them to use with children. We must somehow release them from conformity.
>
> I REPEAT STRONGLY: the program cannot be worked on only during the last weeks of school in June if it is to succeed."

Teachers, in their evaluation, rated highest "enriching the background of pupils", the "effectiveness of teacher assistants" and the "opportunities for positive social interaction" (Table G). In open-end comments, they reinforced these ratings and, in addition, suggested that advanced planning, better pupil selection, and revision of evaluation instruments would have improved component operation.

TABLE G

TEACHER EVALUATION

ITEM	FREQUENCY				MEDIAN*
	Not Effective	Somewhat Effective	Effective	Highly Effective	
Improvement of pupil skills	0	5	29	19	3.2
Improvement of pupil attitudes	0	6	25	22	3.3
Enriching the background of pupils	0	0	11	42	3.9
Opportunities for positive social interaction	0	6	17	30	3.6
Parent support of program	1	11	20	15	3.0
Effectiveness of teacher assistants	0	4	10	38	3.8
Value of inservice	3	9	4	7	2.4
Overall effectiveness of program	0	1	18	32	3.7
Suitability of evaluation instruments	18	19	12	2	1.9

Table G is based on Form 001G. *Based on a 1 -4 scale. N = 53

Representative teacher comments follow:

> "Using college students was an inspiration and wise decision. With no exception - this was the most successful program of this type in the L.A. City Schools. Selection of pupils should be more competitive. Grade levels for selection should be 4 - 6."
>
> "This program has been very effective in providing enriched background in Music - both in performance and theory. The children have had a marvelous experience and so have their teachers."
>
> "The teacher-aides were a great asset to the program. They all were apparently high-calibre people. It might help the future programs to select larger schools. The idea of Educational Enrichment Centers is just wonderful and should definitely be continued."
>
> "Daily class meeting provided an opportunity to develop a higher level of skills than is possible during the regular school year. Teacher assistants were a definite help. Better if field trips are not scheduled during first and last weeks and on consecutive days. Advanced information of field trip events would help prepare classes ahead of time."
>
> "The children knew each other in an easy relationship which cultivates positive social attitudes. The children were exposed to a variety of high calibre cultural situations, yet within this friendly context. The teacher assistant concept is a very fine one in theory."

> "Children selected for the program should be screened more carefully for creativity, art ability and genuine interest in art."

> "Pioneering any program is bound to involve difficulties and problems that cannot be foreseen. By the same token a new program is challenging and rewarding. I appreciated the amount of freedom we had in planning our own curriculum and the opportunity to be innovative in the art projects we presented."

> "Inasmuch as it is difficult to measure artistic growth in such a short period of time, it is gratifying to report that pupils have shown much progress in qualities of desirable citizenship, planning, exploring, and evaluating situations."

> "This was one of the most rewarding experiences of my teaching career. It afforded me the freedom and flexibility to engage children in the kinds of activities that time and academic programing would not allow during the school semester. I hope the program will be continued through the summers and parts of it incorporated in the fall and spring if possible."

Of 661 parents responding to a questionnaire, 41 percent considered music and 35 percent art to be the most beneficial portions of the program. Seventy-nine percent reported they received information about the programs, primarily from teachers and principals. Recommendation for continuation of the program was practically unanimous, and 595 parents thought the classes in the program would be of benefit during the regular school year.

Parents recommended many subjects for inclusion in summer classes; those appearing most often, followed by frequency of mention, were science (89), mathematics (81), and reading (46).

The quantity and variety of parent comments generally reflected great enthusiasm for the program. Representative parent comments follow:

> "I do not know enough about this program to offer any suggestions. However, my son enjoyed this type of program very much and looked forward each day to going to classes. I wish more children can have this opportunity. It was a very enriching experience for him."

> "Judging from my daughter's comments and enthusiasm, I feel your summer music program has been very successful. Part of this success lies in the diversity within the program, i.e. a variety of musical experiences, field trips, rhythms, dancing."

> "My daughter has enjoyed this summer, thanks to the enrichment program. She especially enjoyed the field trips and hand crafts, such as making jewelry out of paper mache."

> "My child has never been so enthusiastic about anything before. It has been a marvelous experience and should be offered each year. Thank you."

> "I would have liked having more information regarding the various classes being offered before the program started. I think a list with

a brief summary of each class being offered would help the student decide what particular class would be most beneficial."

"Our knowledge is very vague having only heard the children's feedback. How about a parent-teacher critique at the conclusion? It can be very productive."

"Interest seemed to lag towards the end of the session. Perhaps they were tired. However, I do want to express my gratitude for the excellent overall program. The depth and breadth of my child's experience this summer was beyond any school experience she has had."

"This has been a rare and wonderful opportunity for my child. We are most thankful for all the efforts made in making this program possible. The children are fortunate."

"We feel a great debt of gratitude to the people who have made this summer school session the thoroughly satisfactory and richly rewarding experience it has been in our child's case."

"I do hope that this type of program lasts for quite a while. It gives children a beginning for a cultural background and teaches them how to get along and associate with all peoples."

"The opportunity for children to receive positive reenforcement in such a program makes all the time, money, nagging, etc. worthwhile. The multicultural exposure is beneficial for an appreciation of one another as an individual. My daughter has reaped many benefits - some not to be recognized - now but later! Thank you for including (her)."

4.30 Outcomes

According to teacher ratings, pupils enrolled in Educational Enrichment Centers showed gains in attitudes, appreciations, and skills in music, art, rhythmic activities, and literature.

The component provided cultural enrichment as appraised through pupil ratings.

Parents and staff considered the program to be very effective.

5.00 CONCLUSIONS

The component achieved its objectives.

Parents and staff enthusiastically endorsed the component and recommended that it be continued.

6.00 RECOMMENDATIONS

Continue the component with increased attention given to advanced planning.

ESEA Elementary Design #001 COMPONENT: Educational Enrichment Center

OBJECTIVES	DEPENDENT VARIABLES	ASSESMENT DEVICES	COMMENTS
To improve the performance skills of children: Art Music Rhythmic Activities Literature	Scores on rating scales in Art Music Rhythmic Activities Literature	Rating Scales of Pupil Skills in: Art (001A) Music (001B) Rhythmic Activities (001C) Literature (001D)	Analyze pre and post scores on teacher rating scales in art, music, rhythmic activities, and literature
To provide cultural enrichment	Pupil ratings	Pupil Rating Scale of Classroom Experiences (001E)	Tabulate pupil responses
To identify specific strengths and weaknesses of the project	Ratings by parents and staff	Administrative Evaluation (001F) Teacher Evaluation (001G) Parent Questionnaire (001H)	To be completed by principals, teachers, and parents

ADDENDUM A

001

PROJECT NAME EDUCATIONAL ENRICHMENT CENTER Code 001

Beginning date 7-8-68 Ending date 8-16-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1	41	
2	34	
3	81	
4	215	
5	409	
6	391	
7		
8		
9		
10		
11		
12		
Ungraded		
TOTAL	1,171	

NUMBER OF ADULT PARTICIPANTS

School Personnel 50 teachers, 50 teacher aides
4 supervisors, and Supportive Services

Parents

Commmunity Personnel

PROJECT COST $ 95,577

TABLE A

TEACHER RATINGS OF PUPIL ART SKILLS

ITEM	PRE FREQUENCY				POST FREQUENCY				MEDIAN*	
	Weak			Strong	Weak			Strong	Pre	Post
Color	24	42	16	6	3	32	32	33	2.0	2.8
Texture	20	54	19	4	1	36	38	22	2.0	2.8
Line	15	46	37	3	0	19	46	36	2.3	3.2
Form and Shape	13	39	46	5	0	19	50	34	2.5	3.2
Light and Dark	31	47	22	2	5	39	30	28	1.9	2.7

Table A is based on Form 001A. *Based on a 1 - 4 scale. N = 103

TABLE B

TEACHER RATINGS OF ATTITUDES AND SKILLS IN GENERAL MUSIC

	PRE FREQUENCY				POST FREQUENCY				MEDIAN*	
	Weak			Strong	Weak			Strong	Pre	Post
Attitudes and Appreciations										
Responsiveness to music	4	33	58	46	0	6	37	99	3.1	3.8
Musical understanding	19	57	47	20	0	10	70	63	2.4	3.4
Musical discrimination	20	57	50	15	0	18	73	51	2.4	3.2
General Music Skills										
Sings in tune	10	44	63	23	0	16	46	81	2.7	3.6
Identifies phrases and simple forms	6	62	58	17	0	8	63	72	2.6	3.5
Plays simple songs	19	54	48	19	1	16	61	65	2.4	3.4
Plays selected rhythm patterns	17	49	50	24	0	15	63	65	2.6	3.4
Sings and plays songs in various keys	37	52	28	24	3	31	49	57	2.1	3.2
Plays autoharp accompaniments	30	26	38	21	2	22	29	64	2.5	3.6

Table B is based on Form 001B. *Based on a 1 - 4 scale. N = 143

TABLE C

TEACHER RATINGS OF ATTITUDES AND SKILLS IN INSTRUMENTAL MUSIC

ITEM	PRE FREQUENCY				POST FREQUENCY				MEDIAN*	
	Weak			Strong	Weak			Strong	Pre	Post
Attitudes and Appreciations										
Responsiveness to music	7	38	49	15	2	8	52	46	2.7	3.4
Musical understanding	11	54	34	10	1	24	46	37	2.3	3.1
Musical discrimination	9	56	39	4	3	27	54	24	2.3	2.9
Instrumental Skills										
Ability to play in tune	16	42	36	13	1	30	39	37	2.4	3.1
Concept of good tone	11	52	30	13	2	21	46	36	2.3	3.1
Rhythmic accuracy	11	49	39	9	2	26	43	38	2.4	3.1
Technical accuracy	18	50	33	7	4	25	47	32	2.2	3.0

Table C is based on Form 001B. *Based on a 1 - 4 scale. N = 109

TABLE D

TEACHER RATINGS OF RHYTHMIC ACTIVITIES

ITEM	PRE FREQUENCY				POST FREQUENCY				MEDIAN*	
	Weak			Strong	Weak			Strong	Pre	Post
Skills										
In fundamental rhythms	6	34	20	7	2	8	31	26	2.3	3.2
In interpretive rhythms	23	20	20	3	5	9	34	18	2.0	3.1
In rhythmic dramatizations	14	32	17	4	1	16	29	20	2.1	3.1
In folk or contemporary dances	7	32	18	10	1	11	27	28	2.3	3.3
Has physical skills appropriate for age and grade	9	21	20	17	1	10	13	43	2.7	3.7
Uses supplies and equipment safely	3	14	22	28	0	11	11	45	3.2	3.8
Attitudes										
Shares group responsibilities	4	18	18	25	3	7	22	35	3.1	3.5
Demonstrates sportsmanship and fair play	3	14	20	29	2	8	14	43	3.3	3.7
Understands and observes rules	4	18	22	23	3	8	18	37	3.0	3.6
Has feelings of personal worth through acquisition of physical skills	2	32	24	9	0	8	28	30	2.5	3.4
Shows interest in developing further skills	3	24	19	21	0	6	29	30	2.8	3.4

Table D is based on Form 001C. *Based on a 1 - 4 scale N = 67

TABLE E

TEACHER RATINGS OF LITERATURE AND LANGUAGE

	PRE FREQUENCY				POST FREQUENCY				MEDIAN*	
	Weak			Strong	Weak			Strong	Pre	Post
Listening Skills										
Listens to acquire meaning	0	19	35	30	0	0	34	51	3.2	3.7
Listens to follow directions	2	19	28	36	1	3	26	55	3.3	3.7
Listens to make an evaluation	3	19	35	27	0	3	23	58	3.1	3.8
Listens to enjoy	1	7	42	35	0	0	13	71	3.3	3.9
Speaking Skills										
Pronounces words distinctly	1	20	36	26	0	4	35	46	3.1	3.6
Speaks in complete sentences	0	18	37	29	0	2	25	57	3.2	3.8
Uses Standard English in expressing ideas	1	12	33	37	0	2	22	59	3.4	3.8
Expresses thoughts in logical sequence	1	13	45	25	0	5	17	62	3.1	3.8
Engaging in Creative Activities										
Participates in creative writing	1	11	16	27	0	2	16	37	3.5	3.8
Participates in dramatic activities	2	9	40	34	0	1	21	63	3.3	3.8
Interprets and reacts to aesthetic experiences	0	14	44	24	0	2	22	61	3.1	3.8
Attitudes and Appreciations										
Appreciates contributions of others	0	7	50	27	0	1	23	60	3.2	3.8
Cooperates in group efforts	2	12	36	34	0	3	20	61	3.3	3.8
Evidences positive self-image	2	12	39	32	0	3	18	62	3.2	3.8

Table E is based on Form 001D. *Based on a 1 - 4 scale. N = 85

TABLE F

PUPIL RESPONSES

ITEM	YES	NO
Did you enjoy attending classes this summer?	661	11
Do you feel you learned more?	650	20
Did you like working with the other pupils?	649	22
Would you like to attend classes like these again?	602	66

Table F is based on Form 001E. N = 672

PROMOTING TEACHER GROWTH, PUPIL ACHIEVEMENT, SCHOOL PROGRESS

Division of Elementary Education

1.00 DESCRIPTION

Promoting Teacher Growth, Pupil Achievement, School Progress (GAP) is a new component consisting of an organized educational program designed to increase leadership in communication skills among teachers and principals. The skills were planned to help participants increase their effectiveness in dealing with such problems as pupil behavior and misunderstandings among adults involved in the educational program. Specialists in the area of human behavior, from the staff of California State College, Los Angeles, served as leaders in guiding participants toward understanding of both human behavior and cultural patterns of minority groups.

2.00 OBJECTIVES

-To provide inservice education (GAP for school staff)

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component

Phase I was conducted from June 17 through June 22, 1968 for teachers of 12 elementary schools. Phase II was conducted from August 19 through August 23, 1968 for administrators of 12 elementary schools. Both workshops were held at Elementary Area East Offices.

3.40 Activities

3.41 Staff Activities

Training in communication skills leadership for 32 teachers and 16 administrators involved lectures, demonstrations of communicative behavior, dramatization of problems, and role playing.

Practice in leading small group discussions utilized techniques learned in the workshop.

Studies of group relations and teacher - group reactions were analyzed.

3.60 Personnel and Logistical Problems

Workshop members were paid for participation. Limited funds prevented enrollment in the program by many teachers and administrators who wished to participate.

4.00 EVALUATION

4.10 Design

The objectives of this component were evaluated according to the following variables: ratings by teacher and principal participants. Further evaluation will be made during the 1968-69 school year.

Following are instruments designed to collect information on the variables:

-Form 002A, Teacher Evaluation

-Form 002B, Principal Evaluation

-Form 002D, Rating Scale (being developed for completion by teachers during the fall semester)

-Form 002E, Rating Scale (being developed for completion by principals during the fall semester)

4.20 Attainment of Objectives

4.21 Objective: To provide inservice education (GAP for school staff).

At the end of the training period, all participating teachers and principals were asked to evaluate the component in terms of both conduct and content. Six areas of concern to teachers and principals were presented by the workshop staff. As shown in Table A, teachers rated as most valuable the help given toward increasing pupil satisfaction with class and school, and toward developing behavioral standards in pupils. Over 90 percent of the teachers rated workshop presentations in all six areas as "Effective" or "Highly Effective".

TABLE A

TEACHER EVALUATION

ITEM	FREQUENCY Not Effective	 Somewhat Effective	 Effective	 Highly Effective	MEDIAN*
Rate the overall program in terms of:					
Presentation of new material or concepts	0	0	9	23	3.8
Increasing understanding of group behavior	0	0	8	24	3.8
Acquisition of new techniques	0	3	16	13	3.3
Effectiveness of the lectures	0	1	10	21	3.7
Effectiveness of the group sessions	5	3	11	13	3.2
Rate the following areas studied in terms of their anticipated value in the classroom:					
Behavioral standards	1	1	13	17	3.6
Work standards	0	2	24	6	3.1
Increasing pupil satisfaction with class and school	0	1	14	17	3.6
Conflict, hostility, interpersonal relations	0	3	18	11	3.2
Problem solving	1	2	14	15	3.4
Practices for improving undesirable patterns of behavior	0	3	15	14	3.4
Would you recommend a continuation of the GAP program?		Yes 30		No 1	
Would you participate in an extension of this GAP program?		Yes 30		No 1	

Table A is based on Form 002A. *Based on a 1-4 scale. N = 32

All open-end comments by teachers were positive. Approximately one-fourth of the teachers mentioned the value of the presentations in terms of practical application in the classroom situation.

Representative comments follow:

> "One of the best classes I have ever attended which dealt with the real problems involved when working with a group in a practical way with attainable goals."

> "I believe these sessions have been most rewarding and worthwhile. The information and techniques presented will be most valuable in dealing with groups."

> "Excellent presentation of group interaction of problem solving and patterns of group behavior."

> "Dr. Baney, Dr. Johnson and Dr. Hanna were very beneficial in presenting the concepts of Group Approach. The agenda sheets served as helpful guides. The simulated dramas by us were not very beneficial. The question period was valuable."

> "The presentation of lecture material and concomitant techniques for resolving group problems is to be highly commended. There was noticeable departure from simple theory."

> "An excellent program which should be of great value to teachers in culturally disadvantaged areas."

> "The lectures were highly interesting and challenging. Material was well presented and clarified as to meaning. It will be a challenge to me to try these techniques in my class."

> "Excellent orientation to a new area of behavioral study. Many worthwhile ideas contrary to stereotyped thinking. Instructors were excellent."

> "This has helped me to be more alert about behavior in the classroom, what the cause and effects are, and some techniques in handling them."

> "I really felt that the GAP Program gave insight to the behavioral problems of the school and children and techniques that teachers would use to reduce conflicts to allow the children to work in a satisfying atmosphere."

Principals' ratings (Table B) were higher than those given by teachers except in two areas. Median ratings for five of the six areas presented in the workshop were "Highly Effective". Typical comments, like those that follow, were commendatory and referred to the anticipated values in working with pupils and staff.

> "Where teachers are having difficulty, it would be a great benefit if we could recommend them to attend a workshop of this type."

> "Successful teachers use this type of psychology in their classes but perhaps without knowing what gets the desirable results. Many fine

teachers have difficulty with control of certain groups and need an instrument to get a group on the right track. This will be of much value to me assisting teachers needing this help and in analyzing classroom problems. Also in working with my own faculty."

"I wish I had had the experience of this GAP workshop prior to assuming a principalship. I feel it would have helped with staff, pupil and community problems."

"A highly valuable experience! The instructors were well qualified and presented a wealth of information on group interaction and suggested procedures for problem solving."

"These sessions should certainly improve Principal, Teacher and Pupil Relationship in any school."

TABLE B

PRINCIPAL EVALUATION

ITEM	FREQUENCY				MEDIAN*
	Not Effective	Somewhat Effective	Effective	Highly Effective	
Rate the overall program in terms of:					
Presentation of new materials or concepts	0	0	9	7	3.4
Increasing understanding of group behavior	0	0	1	15	4.0
Acquisition of new techniques	0	0	6	10	3.7
Value for improving administrator-staff communication	0	0	4	12	3.8
Value for improving staff interaction	0	0	5	11	3.8
Effectiveness of the lectures	0	1	9	6	3.3
Effectiveness of the group sessions	0	1	4	11	3.8
Presentations were made in the six areas listed below. Rate them in terms of their anticipated value in working with your staff and pupils.					
Behavioral standards	0	0	6	10	3.7
Work standards	0	0	8	6	3.4
Increasing pupil satisfaction with class and school	0	0	3	13	3.9
Conflict, hostility, interpersonal relations	0	0	2	14	3.9
Problem solving	0	0	5	7	3.6
Practices for improving undesirable patterns of behavior	0	0	8	8	3.5

Would you recommend a continuation of the GAP program? Yes 16 No 0

Would you participate in an extension of this GAP program? Yes 15 No 1

Table B is based on Form 002B. *Based on a 1-4 scale. N = 16

4.22 Objective: To identify specific strengths and weaknesses of the project.

Teachers considered the greatest strengths of the program to be the "presentation of new material or concepts" and the increase in "understanding of group behavior". They rated the lectures as "Highly Effective", but evaluated the group sessions as less effective. Thirty of thirty-one teachers, responding to a specific question, recommended continuation of the component (Table A).

Principals rated highest the increase in "understanding of group behavior" and lowest "effectiveness of the lectures". They unanimously recommended continuation of the program (Table B), and, through written comments, expressed enthusiasm for the component.

The design provides for the completion of rating scales by teachers and principals during the 1968-69 fall semester. In addition, teachers will employ the critical incident technique to report the value of GAP training in an actual classroom situation. It will be possible then to assess the effectiveness of the component more accurately in terms of its practicality as inservice education.

4.30 Outcomes

Teachers and principals reported that the component contributed greatly to increased understanding of group behavior. They anticipated a favorable impact on communication in the school situation.

Final assessment of the component's effectiveness will be made after completion of rating scales during the 1968-69 fall semester.

5.00 CONCLUSIONS

Principals and teachers were enthusiastic about the program and recommended that it be continued.

6.00 RECOMMENDATIONS

Recommendations may more appropriately be made at the time of final evaluation.

ESEA Elementary Design #002

COMPONENT: Promoting Teacher Growth, Pupil
Achievement, School Progress (GAP)

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To provide inservice education (GAP for school staff)	Ratings of participants: teachers and principals	Rating Scale (002D) Rating Scale (002E)	To be completed by teachers and principals during the fall semester 1968
To identify specific strengths and weaknesses of the project	Responses of participants: teachers and principals	Teacher Evaluation (002A) Principal Evaluation (002B)	Questionnaires pertaining to format, conduct, and content of workshops

ADDENDU

PROJECT NAME PROMOTING TEACHER GROWTH, PUPIL ACHIEVEMENT, SCHOOL PROGRESS (GAP) Teachers and Principals **Code** 002

Beginning date Phase I 6-17-68 / Phase II 8-19-68 **Ending date** 6-22-68 / 8-23-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded		
TOTAL		

NUMBER OF ADULT PARTICIPANTS

School Personnel	48 teachers and administrators Staff members of Calif. State College
Parents	
Community Personnel	

PROJECT COST $ 15,360

ENGLISH AS A SECOND LANGUAGE DECENTRALIZED CURRICULUM CENTER COMPONENT

Division of Instructional Planning and Services

1.00 DESCRIPTION

The English as a Second Language (ESL) Decentralized Curriculum Center was established to develop new instructional materials for use by teachers in classrooms with children who speak little or no English. This component, in the form of a workshop, was initially unstructured in format and content. The component leader and his working committee were made aware of their responsibilities; given funds with which they could work; and given the freedom to design, develop, and complete the component. Specifications included ten weeks of work time, budget limitations, a specified number of professional expert hours, and a deadline for completion of the component.

Responsibility for seeing the component through to completion was assigned to the leader. The six-member teacher committee included three teachers of Mexican-American background with special skills in the teaching of English as a Second Language.

Members of the committee agreed that there was a need for two sets of pictures to be used for language development with elementary school children whose native language is Spanish.

2.00 OBJECTIVES

-To develop more effective instructional materials

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component

The center, housed in the Marianna Elementary School, operated from June 24, 1968 through August 30, 1968.

3.20 Pupils

The pupils for whom these materials are planned speak little or no English and range in age from five through twelve years.

3.30 Nonpublic School Pupils

It is expected that these materials will be made available to teachers and pupils in nonpublic schools as well as to those in public schools.

3.40 Activities

3.41 Staff Activities

Three planning meetings were devoted to an exploration of areas of need in which commercial materials were lacking and for which materials might be constructed.

Work sessions, beginning in mid-July, were scheduled for planning and developing two instructional items chosen for construction. These were identified as:

Item I: In and Around Our Community: consisted of a series of twenty black-and-white photographs and twenty black-and-white line drawings, 11" x 14", depicting boys and girls in typical community activities, such as enjoying food in a bakery, standing in line at the bank, and getting a haircut.

Item II: Single Concept Cards: consisted of a series of thirty laminated color photographs, 8" x 10", depicting such common items as a ball, an orange, chalk, a ship, etc., which not only presented pictures of familiar objects for children, but were planned to overcome certain linguistic patterns common to children in ESL classes.

3.60 Personnel and Logistical Problems

Insufficient time was allocated for both planning and work sessions.

Early staff commitments for teaching and other summer activities created difficulties in securing committee members for the component.

4.00 EVALUATION

4.10 Design

The objectives of this component are evaluated according to the following variables: ratings by members of curriculum committees; and teacher ratings of newly-constructed materials.

Instruments used to collect data on the variables are:

-Form 003A, Teacher Evaluation of ESL Materials (to be completed)

-Form 003E, ESL Materials Development Questionnaire (for committee members)

4.20 Attainment of Objectives

4.21 Objective: To develop more effective instructional materials.

Ratings pertaining to ESL materials developed in Decentralized Centers-Summer 1968 will be completed by teachers at the end of the first semester's use of the new materials.

4.22 Objective: To identify specific strengths and weaknesses of the project.

Five of the six committee members reported over 10 years of teaching experience. Three members were ESL teachers and had taught Mexican-American pupils for nine or more years; two others were elementary teachers with less than four years experience with Mexican-American children. A consultant provided committee leadership.

Members of the committee, in evaluating the workshop, were unanimous in assessing the materials as highly practical for classroom instruction and in considering group discussions very valuable in contributing to the development of ESL materials. Trips into the community were considered to be of some value. The assistance of resource services was generally rated low. Divergent views were expressed regarding the value of the preplanning meeting (Table A).

TABLE A

COMMITTEE RATINGS OF ESL MATERIALS WORKSHOP

ITEM	FREQUENCY			
	No Value	Little Value	Some Value	Very Valuable
Preplanning meeting	2	0	2	1
Group discussions	0	0	0	6
Trips into community	1	1	3	1
Assistance of photographer	4	2	0	0
Assistance of illustrator	1	3	1	1
Assistance of audio-visual consultant	1	0	0	1
Practicality for classroom implementation	0	0	0	6

Table A is based on Form 003E. N = 6

In evaluating the materials in terms of instructional implementation, committee members indicated all 10 items were valuable (Table B). Of these, development of language patterns received the highest rating, and pictorial content the lowest.

TABLE B

COMMITTEE RATINGS OF INSTRUCTIONAL MATERIALS

ITEM	FREQUENCY No Value	 Little Value	 Some Value	 Very Valuable
Value of new materials in terms of:				
Interest level of pupils	0	0	1	5
Pictorial content	0	0	4	2
Experiences familiar to pupils	0	0	1	5
Development of language patterns	0	0	0	6
Development of functional vocabulary relative to community living	0	0	1	5
Reinforcement of vocabulary concepts	0	0	1	5
Improving pupil achievement	0	0	1	5
Improving pupil self-image	0	0	3	3
Instructional guidelines for teachers	0	0	2	3
Phonetic presentation of Spanish words for teachers	0	0	3	3

Table B is based on Form 003E. N = 6

Committee members, in commenting on the strengths of the workshop, mentioned cooperative planning and the willingness of committee members to devote extra time to assigned responsibilities.

Comments on workshop weaknesses included the pressure of time, effected by uncertainties in budget matters, and the scheduling of deadlines. The need for a more carefully planned and more cooperative involvement of the photographer and a wider use of other resource specialists were also expressed.

4.30 Outcomes

Committee members rated the practicality of the ESL materials high for classroom use. They anticipated that the materials would be valuable in terms of all 10 phases of instructional implementation that were rated.

Reservations were expressed as to the value of the assistance of the photographer and of the artist.

5.00 CONCLUSIONS

The ESL Decentralized Curriculum Centers component succeeded in developing instructional materials.

The curriculum committee judged the materials to be practical for classroom use and valuable to the instructional program. The effectiveness of these materials will be evaluated in the spring of 1969 by teachers using them in the classroom.

6.00 RECOMMENDATIONS

Provide adequate background information concerning the needs of pupils and provide guidelines for committee members for the development of instructional materials in any extension of the component.

Consider ways of involving resource specialists more effectively.

Provide an opportunity for teachers to rate the newly-created ESL materials after using them for at least one semester.

MEXICAN-AMERICAN HISTORY DECENTRALIZED CURRICULUM CENTER COMPONENT

Division of Instructional Planning and Services

1.00 DESCRIPTION

The Mexican-American Decentralized Curriculum Center was established to prepare materials especially suited for Mexican-American pupils at the elementary level. The purpose of these materials was to incorporate elements which would help improve pupil self-image through increased emphasis on the contributions to society by Americans of Mexican descent.

A Mexican-American History Advisory Committee composed of six school staff members and one community representative, all Mexican-Americans, was established. One member of this committee was chosen as component leader and assigned the responsibility of coordinating the activities of the group. An illustrator, a photographer, and a typist were later added to the component team.

The committee was given complete freedom in identifying pupil needs and in developing materials which would attain component objectives.

2.00 OBJECTIVES

-To develop more effective instructional materials

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component

The center, housed at Marianna Avenue School, operated from June 24, 1968 through August 31, 1968.

3.20 Pupils

Component-created materials were planned for use by teachers and pupils in grades 4, 5, and 6.

3.30 Nonpublic School Pupils

The materials are to be made available to teachers and pupils in nonpublic schools as well as to those in public schools.

3.40 Activities

3.41 Staff Activities

The component leader organized the committee into a working group for the purpose of reviewing and evaluating existing materials. The committee also screened and selected Mexican-Americans whose biographies would be included in the new materials, and developed such materials.

Two sets of materials were developed: a series of pictures entitled "Mexican-Americans Today" and a series of biographies to accompany the pictures. The committee also worked on a form to be used by classroom teachers in evaluating both pictures and biographies.

3.60 Personnel and Logistical Problems

Insufficient time was allocated for both planning and working sessions.

The illustrator and photographer were not available until July 22, 1968 and July 25, 1968, respectively.

4.00 EVALUATION

4.10 Design

Component objectives are evaluated according to the following variables: ratings by classroom teachers and by members of the curriculum committee.

The following instruments are designed to collect information on the variables:

- -Form 003B Teacher Evaluation of Mexican-American History Materials (to be completed)
- -Form 003F Mexican-American History Materials Development Questionnaire (for committee use)

4.20 Attainment of Objectives

4.21 Objective: To develop more effective instructional materials.

A questionnaire will be sent in January 1969 to teachers using the materials. The findings will be reported at a later date.

4.22 Objective: To identify specific strengths and weaknesses of the project.

Each member of the curriculum committee had taught Mexican-American pupils for ten or more years. The committee, led by a curriculum consultant, consisted of an administrative consultant, an assistant supervisor of child welfare and attendance, a bilingual teacher, two classroom teachers, and a parent. Committee members rated the materials highest in terms of their potential in improving pupil self-image and in the appropriateness of interest level for pupils (Table A).

TABLE A

COMMITTEE RATINGS OF MEXICAN-AMERICAN MATERIALS

ITEM	FREQUENCY Very In-appropriate	In-appropriate	Appropriate	Very Appropriate
Reading level of pupils	0	0	5	0
Interest level of pupils	0	0	1	5
Improving pupil self-image	0	0	0	6
Use as independent activity	0	1	4	1
Representative sample of the Mexican-American community	0	0	2	4

Table A is based on Form 003F. N = 6

Cited as a component strength was the fact that all committee members had had professional experience teaching Mexican-American pupils. for whom the materials were being developed.

The committee unanimously considered the major weakness to be insufficient time which hindered thorough pursuit of component objectives.

Committee recommendations included (a) development of instructional materials for use as "independent" pupil activities, and (b) development of additional biographies of Mexican-Americans who have achieved regional or national recognition.

4.30 Outcomes

The materials developed were thought to be "appropriate" or "very appropriate" by committee members with respect to the criteria shown in Table A.

5.00 CONCLUSIONS

The committee believed they had attained component objectives.

(Further data relating to attainment of objectives will be available following teacher evaluation of materials in January 1969.)

6.00 RECOMMENDATIONS

Maintain a committee for creating, augmenting, and revising materials as needed.

Provide sufficient time for the development of materials.

NEGRO HISTORY DECENTRALIZED CURRICULUM CENTER COMPONENT

Division of Instructional Planning and Services

1.00 DESCRIPTION

The Negro History Decentralized Curriculum Center was established to prepare instructional materials in the area of Negro history for the elementary school pupil. A need for this material had been voiced by members of the community and by school personnel.

A Negro History Advisory Committee composed of seven school staff members and two community leaders, all Negroes, was established. One member of this advisory committee was chosen as component leader and was assigned full responsibility for component completion. An illustrator, a photographer, and a clerk supplemented center team activities.

The committee was given complete latitude. It was charged with defining needs and problems in a program planned to increase pupil understanding of the Negro heritage. The committee was to determine how these needs, which it had placed in priority order, could be implemented--by direct purchase of commercially-produced instructional materials and/or by District preparation of new materials.

2.00 OBJECTIVES

-To develop more effective instructional materials

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component

The center, housed at Twenty-Eighth Street School, operated from June 24, 1968 through August 30, 1968.

3.20 Pupils

Component-created materials are to be used by pupils in all elementary schools, primarily in grades 3-6.

3.30 Nonpublic School Pupils

These materials will be made available to teachers and pupils in nonpublic schools as well as to those in public schools.

3.40 Activities

3.41 Staff Activities

The component leader organized the committee into a working group for the purpose of investigating existing Negro history materials. Books, filmstrips, pictures, and records were reviewed and evaluated.

Pupil materials were written and illustrated with the help of photographer and illustrator. Teacher background materials were developed.

Two areas were identified by the committee for development: Area I, which consisted of commercial materials such as picture sets (Negroes Past and Present), supplementary reading materials, filmstrips and teacher background material.

Area II, which consisted of committee-made materials such as study prints, rewrites, and bibliography.

3.60 Personnel and Logistical Problems

Insufficient time was allocated for planning and work sessions.

The illustrator was not available until July 12, 1968.

The unavailability of the photographer until July 15, 1968 delayed the study print materials.

4.00 EVALUATION

4.10 Design

Component objectives are evaluated according to the following variables: ratings by classroom teachers and by members of the curriculum committee.

The following instruments are designed to collect information on the variables:

-Form 003C, Teacher Evaluation of Negro History Materials (to be completed)

-Form 003G, Negro History Materials Development Questionnaire (for committee members)

4.20 Attainment of Objectives

4.21 Objective: To develop more effective instructional materials.

A questionnaire will be completed in January 1969 by teachers using the component-created materials. The findings will be reported at a later date.

4.22 Objective: To identify strengths and weaknesses of the project.

Members of the curriculum committee had taught Negro pupils from one to more than ten years. Most of the members had taken classes in Negro history on the university level and had read extensively in the area. The committee, led by a consultant, consisted of a reading specialist, a team leader serving in the Intensified Education program, four classroom teachers, and two community representatives.

In evaluating the appropriateness of the materials, committee members rated their interest level to pupils and their potential for improving pupil self-image the highest. Ratings are shown in Table A.

TABLE A

COMMITTEE RATINGS OF NEGRO HISTORY MATERIALS

ITEM	FREQUENCY Very In-appropriate	In-appropriate	Appropriate	Very Appropriate
Reading level of pupils	0	0	4	2
Interest level of pupils	0	0	1	5
Improving pupil achievement	0	0	3	1
Improving pupil self-image	0	0	1	5
Use as independent activity	0	0	3	3
Representative sample of Negroes in history	0	0	2	4

Table A is based on Form 003G. N = 6

Committee members commented on the strengths and weaknesses of the component. They agreed that the competencies of individuals contributed greatly to the development of materials. Limitations of time and of budget were considered by all members to be major obstacles to the development of materials.

The committee indicated the item "improving pupil achievement" might more appropriately be changed to "motivating for pupil achievement".

4.30 Outcomes

Committee members considered the newly-developed materials to be appropriate in relation to the items listed in Table A.

5.00 CONCLUSIONS

The committee developed a variety of instructional materials and considered these to be appropriate for classroom use.

6.00 RECOMMENDATIONS

Committees working in the same subject areas should be coordinated to prevent unnecessary expenditure of time and money.

OCEANOGRAPHY DECENTRALIZED CURRICULUM CENTER COMPONENT

Division of Instructional Planning and Services

1.00 DESCRIPTION

This component was designed to develop a science unit dealing with oceanography for use with the more capable pupil, grades 3-6. It included three parts: (1) an instructional bulletin for teachers, describing specific science investigations including extended activities related to English, mathematics, art, and music; (2) a portable science laboratory or kit containing materials for individual pupil and small group investigation; and (3) pupil materials in written and chart form for recording experimental data and developing skills in both observation and language.

Implementation of the component is planned in Title I schools where more capable pupils, in small groups or individually, will be involved in science investigations.

A component staff committee, composed of professional experts, illustrator, and clerk, received direction from a consultant.

2.00 OBJECTIVES

-To develop more effective instructional materials

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

Materials were developed during the period from June 24 to August 16, 1968 and tried, on an experimental basis, at two summer elementary schools.

3.20 Pupils

More capable youngsters in summer classes at each of two elementary schools used the materials. It is planned to make these science materials available to more capable pupils in approximately 105 elementary schools during the 1968 fall semester.

3.30 Nonpublic School Pupils

These materials will be made available to pupils and teachers in nonpublic schools as well as to those in public schools.

3.40 Activities

3.41 Staff Activities

One consultant, assigned for eight weeks, provided overall coordination for component development. He assigned all personnel and also prepared sections of (1) teacher resource and pupil materials, (2) contents for an oceanography kit, and (3) final manuscript for editing.

The seven professional experts who were assigned for a total of 177 hours prepared sections of teacher resource material related to oceanography, communication skills, art, music, and mathematics.

Forty hours of illustrator time were used to develop all the illustrations for both teacher's guide and pupil materials.

One clerk, assigned seven and one-half weeks, typed initial drafts of material, prepared final copy for printing, and carried out general office procedures.

3.42 Pupil Activities

Teachers and pupils in two summer school classes used the materials on an experimental basis. Teachers' reactions and suggestions were incorporated into the final manuscript. Extensive use and further evaluation of the material will be made during the 1968 fall semester in 105 elementary schools.

3.50 Specialized Materials, Supplies, and Equipment

Due to the uniqueness and relative novelty of oceanography as part of the elementary curriculum, materials for the kits had to be ordered from many commercial sources. Since the committee could not purchase directly from suppliers because of school board policy, delays were encountered in receiving needed supplies.

4.00 EVALUATION

4.10 Design

Objectives of this component are evaluated according to the following variables: ratings by members of curriculum committee; ratings by teachers of materials prepared.

The following instruments are designed to collect information on the variables:

-Form 003D, Teacher Evaluation of Science Materials (to be completed)

-Form 003H, Science Materials Development Questionnaire (for committee members)

4.20 Attainment of Objectives

4.21 Objective: To develop more effective instructional materials.

Teacher ratings pertaining to science materials developed in Decentralized Centers-Summer 1968, will be completed at the end of the first semester's use of the materials.

4.22 Objective: To identify specific strengths and weaknesses of the project.

The component committee was composed of two elementary school teachers, a teacher of Educable Mentally Retarded pupils, a reading specialist, a teacher intern advisor, and a reserve teacher of gifted pupils who served as a committee leader. Two members reported having had two years of teaching experience; two others, between six and ten years; and three, more than ten years. Only two members reported having had experience with more capable children in disadvantaged areas.

Committee members evaluated the component materials (Table A). The majority of the responding members rated the materials "Very Appropriate" for the interest levels of pupils for use as independent activities, and for enrichment beyond the normal scope of subject. The materials were considered appropriate to the reading level of pupils.

TABLE A

COMMITTEE RATINGS OF SCIENCE MATERIALS

ITEM	FREQUENCY Very Inappropriate	Inappropriate	Appropriate	Very Appropriate
Reading level of pupils	0	0	2	2
Interest level of pupils	0	0	1	4
Enrichment beyond normal scope of subject	0	0	2	3
Use as independent activities	0	1	0	4

Table A is based on Form 003H. N = 5

Cited as strengths of the workshop were coordination of the contributions from persons with different specialties, adequacy of time and freedom to develop ideas, and availability of resource and clerical assistance. Provision for evaluating the component was considered adequate.

Reported as weaknesses were insufficient opportunity for classroom trials of some of the materials, which limited feedback about component effectiveness; inconsistent attendance of committee members; lack of clarification of committee members' roles; and unrealistic deadlines for requisitioning supplies.

4.30 Outcomes

Science materials were developed and were rated by the committee as appropriate for instructional use.

5.00 CONCLUSIONS

Decentralized Centers science materials component succeeded in developing instructional materials. The effectiveness of these materials for classroom use will be evaluated in the spring of 1969.

6.00 RECOMMENDATIONS

Provide an opportunity for teachers to evaluate the new materials after at least one semester's use.

ESEA Elementary Design #003 - ESL
003 - MAH
003 - NH
003 - S

COMPONENT: Decentralized Centers

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To develop more effective instructional materials	Ratings by classroom teachers of materials prepared	Teacher Evaluation of ESL Materials (003A) Teacher Evaluation of Mexican-American History Materials (003B) Teacher Evaluation of Negro History Materials (003C) Teacher Evaluation of Science Materials (003D)	Ratings, pertaining to materials developed in Decentralized Centers - Summer 1968, will be completed by teachers at the end of the first semester's use of the new materials
To identify specific strengths and weaknesses of the project	Ratings by members of curriculum committees	ESL Materials Development Questionnaire (003E) Mexican-American History Materials Development Questionnaire (003F) Negro History Materials Development Questionnaire (003G) Science Materials Development Questionnaire (003H)	Ratings pertaining to format, conduct and output, will be completed by committee members at the conclusion of the eight-week session

PROJECT NAME DECENTRALIZED CENTERS Code 003

Beginning date 6-24-68 Ending date 8-31-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded		
TOTAL		

NUMBER OF ADULT PARTICIPANTS

School Personnel 23, and Supportive Services

Parents ____________

Community Personnel ____________

PROJECT COST $ 80,000

ADDENDUM B

003

CONVERSATIONAL SPANISH

Division of Elementary Education

1.00 DESCRIPTION

This component was designed to provide intensive instruction in conversational Spanish to elementary certificated and classified personnel employed in areas where there is a special need to communicate in Spanish with non-English speaking parents and pupils. Classes were conducted for a period of six weeks for six hours each day. Instruction for the course was provided by the Berlitz School of Languages, Incorporated. Community residents were hired as education aides to help participants reinforce learnings and review lessons. Each class was limited to seven pupils.

2.00 OBJECTIVES

-To provide inservice education (conversational Spanish for school staff)

-To improve home-school communication

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component

This component was conducted from June 26 through August 7, 1968 at one school site.

3.40 Activities

3.41 Staff Activities

Two hundred ten participants were selected from schools having nearly 50 percent or more Spanish surnames in their pupil populations. Those selected had little or no fluency in Spanish before taking the course, and all indicated that they expected to remain employed in the area where knowledge of Spanish was important. The classes were composed of certificated and classified personnel as follows: 34 elementary school administrators, 33 elementary school clerks, 16 elementary school nurses, 5 elementary school counselors, 1 supervisor of child welfare and attendance, and 121 elementary school teachers.

The Berlitz School of Languages conducted a training period for its personnel from June 17 through June 21, 1968; then a two-day training period on June 24 and June 25 for 40 education aides.

Berlitz School staff conducted individual interviews (pretests) on June 25, 1968 in order to determine class placement for participating personnel. Thirty classes were established with levels ranging from no background in the Spanish language to some degree of fluency. Small class size enabled students to receive extensive individualized instruction. Education aides worked with participants needing individual attention or specialized instruction. Although emphasis in the course was placed on oral participation, District personnel gained experience in reading and writing in Spanish through the use of the Berlitz instruction manual and other written materials.

During the last three weeks of the component, programs were held to acquaint participants with the culture and possible school-related problems of Spanish-speaking pupils.

3.50 Specialized Materials, Supplies, and Equipment

The Berlitz School of Languages provided each teacher with a copy of its beginning book. Additional mimeographed materials prepared by the Berlitz School were utilized in the instructional program.

3.60 Personnel and Logistical Problems

Great variation in the learning rates of participants made it difficult to create homogeneous groups.

4.00 EVALUATION

4.10 Design

Two of the three component objectives were evaluated according to the following variables: participant performance on a verbal Spanish fluency test and participant ratings of the summer workshop. The remaining objective of this component will be evaluated during the 1968-69 school year according to the following variable: participant self-rating of ability to communicate with Spanish-speaking pupils and parents in actual practice.

The following instruments were used to collect information on two of the variables:

-Form 008A, Spanish Fluency Test

-Form 008C, Workshop Evaluation by Participants

The instrument to be used to collect information on the remaining variable is:

-Form 008B, Spanish Communication Rating Scale

4.20 Attainment of Objectives

4.21 Objective: To provide inservice education (conversational Spanish for school staff).

The pretest was a timed oral interview administered by Berlitz instructors for the purpose of assigning participants to class groups according to their Spanish language ability. It consisted of items organized in degrees of increasing difficulty. After 180 hours of instruction, this test was deemed too easy for most participants, so more difficult items were added for posttesting. In the posttest, participants were shown printed sentences in each of which they were to change the tense of the verb. Thus the posttest was almost completely different from the pretest; therefore the increase in mean scores (from 39.4 to 156.2) as revealed in Table A, Addendum C, does not necessarily imply a corresponding gain in knowledge of conversational Spanish.

There was undoubtedly growth in conversational Spanish ability, though possibly not so much as indicated by the increase in fluency test mean scores. As shown in Table B, Addendum C, almost 80 percent of the participants felt that the increase in their conversational ability in Spanish was either "Effective" or "Very Effective". The particular oral method of evaluating individual progress, however, had a median rating of 2.0, with 51 participants considering it "Not Effective" (Table B, Addendum C).

In commenting on the component, two participants expressed disappointment over their own progress, while 24 indicated rapid increase in their conversational Spanish ability as a result of the class. Follow-up classes after school hours were requested by 33 members, and 15 recommended that the program should be repeated next summer for other school personnel.

4.22 Objective: To improve home-school communication.

Form 008B, to be administered in late January, will reveal the frequencies of various types of conversational Spanish communications used in the schools, as well as participants' self-ratings of their ability to handle such conversations successfully. It is expected that the Spanish Communication Rating Scale will reveal enough information about typical problems to warrant the production of a manual which could be of value in a similar workshop next summer.

4.23 Objective: To identify specific strengths and weaknesses of the project.

Table B reveals that participants felt the workshop was effective in 9 of the 11 items listed. High ratings were assigned to the ratio of workshop leaders to participants (1 to 7), to the adequacy of the time schedule,and to participant interaction. Low ratings were given to the method of evaluating individual progress and to the assistance provided by the education aides.

Recommendations and other comments written by participants are listed below by major categories, with frequencies indicated in parentheses.

Schedule: shorter hours (32)

Course Content: more sequentially structured (18), emphasize school situations rather than tourist problems (34)

Method of Instruction: use Berlitz method exclusively (31), assign some homework (11), give each person more time for oral practice (24), use some audio-visual materials (12), provide opportunities for education aides to assist by drilling small groups (43)

Grouping Methods: be more selective in grouping participants by ability (24)

Rotational Plan: use it less often to reduce time used for pupil-teacher orientation (20), not good for beginning students (6), not needed if all teachers well-qualified (12), helpful for advanced students (10)

Progress Reports: needed biweekly (9)

Additional comments included:

Instructor Qualifications: some were very poor (60), although nine instructors were named as outstanding

Educational Aides: were poorly prepared (15), were excellent (4)

Overall Idea and Organization: excellent (55)

Future Plans: follow-up needed (33), repeat workshop for others (15)

A few teachers said they were hoping to impress the parents of some of their students with their newly-learned ability to understand and be understood in Spanish. They foresaw this experiment as a great step forward in improving instruction and public relations in certain areas of the city.

4.30 Outcomes

The size of this program and the low ratio of participants per instructor forced an expansion in the staff of the Berlitz Schools. Some of the new instructors seemed less well-grounded in the techniques of teaching by means of the "Berlitz method" than were the regular Berlitz staff members. (This method involves oral presentation of all material, without any explanation in English.) Many participants reported rapid growth in learning when qualified instructors used the Berlitz method exclusively, while some reported little progress when taught by some of the newer instructors. The rotational system served to prevent participants from becoming frustrated by continuous assignment to a weak instructor.

Scores on the oral fluency test during the eight weeks increased fourfold for the average participant, but did not necessarily indicate a corresponding growth in actual learning due to modifications made in the posttest and due to unstandardized conditions of test administration. Participants generally agreed that the workshop was effective, in spite of shortcomings cited by some.

5.00 CONCLUSIONS

Two hundred ten certificated and classified personnel received a comprehensive six-week training in conversational Spanish.

More than three-fourths of the participants reported satisfaction with their personal growth in conversational Spanish.

The Spanish Communication Rating Scale will be administered in January 1969 to determine the effectiveness of the workshop in improving home-school communication.

6.00 RECOMMENDATIONS

Consider a follow-up class after school hours (with inservice credit but no pay) to enable present participants to strengthen their newly-acquired ability to converse in Spanish.

Repeat the program next summer, limiting it to a size which the regularly-trained Berlitz staff can handle without necessitating addition of insufficiently-trained instructors.

Provide funds for an additional course outline appropriate to detailed school and community situations. Have a committee of school, community, and Berlitz personnel plan such a course outline.

Increase training for aides. Increase, also, training of Berlitz instructors in effective use of aides.

Use the rotational plan for advanced students only, and make it biweekly rather than weekly. Schedule classes in the morning only unless air-conditioned facilities are used.

ESEA Elementary Design #008 COMPONENT: Conversational Spanish

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To provide inservice education (conversational Spanish for school staff)	Skill in understanding conversational Spanish	Spanish Fluency Test (008A)	Comparison of pre and post test scores of participants
To improve home-school communication	Participant self-ratings in maintaining effective communication with Spanish-speaking people	Spanish Communication Rating Scale (008B)	To be completed by participants at the end of the semester following the summer workshop
To identify specific strengths and weaknesses of the project	Ratings by participants	Workshop Evaluation by Participants (008C)	To be completed by participants at conclusion of workshop

ADDENDUM

00

PROJECT NAME CONVERSATIONAL SPANISH Code 008

Beginning date 6-26-68 Ending date 8-7-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded		
TOTAL		

NUMBER OF ADULT PARTICIPANTS

School Personnel	210, staff members of Berlitz Schools of Languages, and Supportive Services
Parents	
Community Personnel	30

PROJECT COST $ 75,606

TABLE A

PARTICIPANT SCORES IN SPANISH FLUENCY

	PRE	POST
Number	210	203
Mean	39.4	156.2
Standard Deviation	38.8	44.3
Standard Error	2.7	3.1

Table A is based on Fluency Test Score Sheets.

TABLE B

WORKSHOP EVALUATION BY PARTICIPANTS

	FREQUENCY					
	Not able to Judge	Not Effective	Somewhat Effective	Effective	Very Effective	
	0	1	2	3	4	* Median
Adequacy of time schedule	2	1	20	96	70	3.3
Presentation of lesson	0	6	42	91	52	3.0
Participant interaction	0	7	23	85	79	3.3
Effectiveness of lesson assignments	23	29	51	66	25	2.6
Adequacy of course content	1	11	40	89	51	3.0
Method of evaluating individual progress	35	51	53	41	14	2.0
Workshop leader-participant ratio	8	3	25	72	82	3.4
Increase in your Spanish conversational ability	1	1	32	74	81	3.3
Appropriateness of lesson content for school situations	0	20	57	79	33	2.7
Assistance provided by the Education Aides	1	36	64	55	34	2.4

Table B is based on Form 008C. *Based on a 1 - 4 scale. N = 194

ADDENDUM C
008

INSTRUCTIONAL AIDS PROJECT

Division of Elementary Education

1.00 DESCRIPTION

Four industrial arts centers were established to produce special teaching aids for elementary schools. Each of the centers was located in a junior high school woodshop. One supervisor gave direction to four junior high industrial arts teachers who acted as shop superintendents. Workers for each center were obtained through the Neighborhood Youth Corps (NYC). These were unskilled workers who were given on-the-job instruction in factory methods.

Five different instructional aids were constructed: chart racks, geoboards, science boxes, crayon boxes, and miter boxes.

2.00 OBJECTIVES

- To provide pupils with more effective instructional materials

- To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

The component continued for the eight-week summer session July 1 through August 30, 1968 in four junior high schools.

3.20 Pupils

Each pupil-worker was hired by the Work Experience Office of the Los Angeles Unified School District, and met the eligibility requirements of NYC. Sixty workers were employed in the four workshop centers.

3.40 Activities

3.41 Staff Activities

The Elementary Industrial Arts Section planned the component, ordered supplies, and arranged for workers and shop facilities.

The supervisor conducted 30 hours of preservice training for the four teachers. Additionally, the supervisor cooperated with the Work Experience Office in obtaining NYC workers, worked with the Business Division in providing a constant flow of the materials needed for the classroom aids, and planned for the shipment of the products to the various elementary schools.

During the preservice training period, the industrial arts teachers designed the jigs and fixtures for the production of the teaching aids. They also organized each work center for a crew of 15 workers.

3.42 Pupil Activities

The NYC workers were given instruction in the use of tools and in shop safety. Each worker was given a written safety test before being permitted to work on a production line.

Workers were assigned to various jobs in accordance with their abilities. Workers with leadership ability were given the opportunity to act as lead men.

3.50 Specialized Materials, Supplies, and Equipment

All products were constructed of wood. Each shop was equipped with hand tools and a few pieces of power equipment.

3.60 Personnel and Logistical Problems

A shortage of NYC workers resulted in a failure to fill one-third of the positions for the first four weeks. Several important supply items were out of stock. Special arrangements had to be made to expedite back orders.

4.00 EVALUATION

4.10 Design

One objective of this component was evaluated according to the following variable: ratings by four woodshop teachers. The other objective of this component will be evaluated during the 1968-69 school year according to the following variables: ratings by principals of schools in which the new materials will be used and ratings of selected teachers within these elementary schools.

The instrument used to collect data on one variable was:

-Form 009C, Workshop Evaluation by Shop Teachers

Instruments to be used to collect data on the other variables are:

-Form 009A, Teacher Evaluation of Items

-Form 009B, Administrative Evaluation of Items

4.20 Attainment of Objectives

4.21 Objective: To provide pupils with more effective instructional materials.

Ratings by administrators and teachers on the effectiveness of the instructional items will be obtained from Forms 009A and 009B at the end of the first semester's use of the new materials.

4.22 Objective: To identify specific strengths and weaknesses of the project.

Slow processing of NYC applicants caused an extreme shortage of workers at most schools during the first two or three weeks. This necessitated a complete rearrangement of the assembly-line setups and construction jigs which had been laid out in anticipation of having 15 workers at each shop. Emphasis shifted to sawing lumber for construction so that when an adequate supply of employees arrived, work was able to proceed at full speed because most materials had been precut. The staggered assignment of workers made it inconvenient to instruct new workers adequately in safety procedures.

In written comments, one teacher noted that he could have used more woodworking pupils for this program. Another suggested checking each applicant's school record in order to screen out serious discipline problems.

The four shop teachers reported that many of their workers had never before held jobs, and that morale was high because the workers felt they were constructing worthwhile products. Teachers felt that the choice of construction items was ideal, although one suggested a greater variety with smaller quotas for each item to relieve monotony. One stated that the workers provided their own motivation for number of items completed by competing with one another. Workers were rotated periodically among various activities in order to maintain interest.

The supply of lumber was adequate, but variations in thicknesses of some of the material necessitated periodic modification of the jigs set up for holding lumber during nailing. Voids in some of the thick plywood caused rejection rates ranging from 2 to 10 percent in bench hook construction. Pitch and knots caused some waste during construction of the science pamphlet boxes. Reject rates for most items ranged from 2 to 5 percent. Plywood was suggested for construction of future boxes.

Table A shows the numbers of each item produced by each of the four shops, plus their totals, along with the total number of student weeks worked, and the average student output per week.

One teacher questioned the fairness of denying NYC workers the opportunity for gainful employment in this program merely because their parents earned more than a minimum annual salary. Another wondered how much investigation was actually made concerning the family earnings reported by applicants to the NYC program. One teacher suggested holding a workshop on Saturdays during the school year, as well as repeating it next summer. Another suggested that teaching aids might also be constructed for junior high school teachers. The four shop teachers reported high enthusiasm among most of their workers despite the low hourly rate of pay ($1.27).

4.30 Outcomes

In spite of an early shortage of workers, the four shops produced 50,930 of the scheduled 54,000 items, or 94 percent of the combined quota. Items were boxed and delivered to elementary schools before school opened in September. Each target area school received an allotment of 6 bench hooks, 20 crayon boxes, 40 geoboards, 36 science pamphlet boxes (in sets of 12), and 18 table chart racks. Non-target area schools received the same allotments, except for slight reductions for small schools.

Workers in the four shops were taught how to function as part of a production team in assembly line methods common to certain factories.

2

5.00 CONCLUSIONS

Despite an early shortage of workers, the four shops produced 94 percent of their quota of items in time for use in the new school year. The effectiveness of the items produced will be evaluated by teachers and principals after a semester's use.

6.00 RECOMMENDATIONS

The process of assigning workers should be modified to insure a full quota of workers the first day of the program.

ESEA Elementary Design #009 COMPONENT: Instructional Aids Project

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To provide pupils with more effective instructional materials	Ratings by classroom teachers of constructed items	Teacher Evaluation of Items (009A)	Questionnaire, pertaining to materials produced for each subject field, to be completed by elementary teachers near the end of first semester's use of the new materials
	Ratings by principals	Administrative Evaluation of Items (009B)	To be completed by principals of elementary schools using materials produced
To identify specific strengths and weaknesses of the project	Ratings by junior high industrial arts teachers involved	Workshop Evaluation by Shop Teachers (009C)	Questionnaire, pertaining to format, conduct, and output of summer classes, to be completed by junior high industrial arts teachers in charge of these classes

PROJECT NAME INSTRUCTIONAL AIDS PROJECT Code 009

Beginning date 7-1-68 Ending date 7-30-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded	60 NYC Workers	
TOTAL		

NUMBER OF ADULT PARTICIPANTS

School Personnel 4 teachers, 1 supervisor

Parents ____________

Community Personnel ____________

PROJECT COST $ 21,141

ADDENDUM B

TABLE A

OUTPUT OF EACH WOODSHOP

ITEMS	SCHOOLS				TOTAL
	Adams	Drew	Irving	Mann	
Bench Hook	490	2000	670	260	3420
Crayon Box	1760	2170	2570	1560	8060
Geoboard:					
With nails in place	1430	2580	4460	1960	10,430
With loose nails	1740	1660	1020	2380	6 800
Science Pamphlet Box	2890	4430	4720	2580	14,620
Table Chart Rack	1470	2110	2000	2020	7 600
Total Number Items	9,780	14,950	15,440	10,760	50,930
Total Number Student Weeks * Worked	89	92	60	64	305
Average Item Output per Student Week	110	163	257	168	167

* Student week = 30 hrs.

ENRICHMENT PROGRAM WORKSHOP

Division of Elementary Education

1.00 DESCRIPTION

This component was designed to develop multi-media aids for use in the Enrichment Program. During a five-day inservice workshop, four consultants assisted 14 enrichment teachers in the preparation of kits of new instructional materials.

At a meeting held prior to the workshop and attended by certificated staff involved in the Enrichment Program, priorities for the preparation of kits were established.

2.00 OBJECTIVES

- To provide pupils with more effective instructional materials

- To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component

The Enrichment Program Workshop was conducted from June 17 to June 21, 1968. Some additional time from June 24 to June 27, 1968 was used to complete preparation of models.

The workshop was held in the auditorium at the Instructional Materials Center, 1061 Temple Street, Los Angeles, where a laboratory for the preparation of multi-media materials was established.

3.40 Activities

3.41 Staff Activities

The enrichment teachers and educational consultants prepared written reports of learning experiences which had been utilized in the Enrichment Program, collected realia for Enrichment in Action kits, and completed the development of supplementary instructional materials for one prototype kit each for language, mathematics, science, and school journey tours. Multi-media aids included tape recordings, illustrations, photographs, colored slides, study prints, transparencies, models, library books, realia, and bibliographies for audio-visual aids. Duplication of the kits was completed during July and August 1968.

Two video tapes were prepared for the orientation of enrichment teachers in the fall of 1968. Four consecutive half-day preservice meetings were held for all enrichment teachers. Each session included a demonstration of a different Enrichment in Action kit presented by the committee which had developed that kit during the summer workshop.

3.50 Specialized Materials, Supplies, and Equipment

Items purchased for the workshop included: transparency materials, sound recording tape and small reels, paper and other illustrating supplies, chip board, index cards, clasp envelopes, colored felt, manila folders, maps, pipe cleaners, transparent tape, films and mailers, and writing paper.

Materials purchased for duplication of the kits included: two filmstrip titles, a sound recording, plastic covers for illustrations and photographs, button molds, tweezers, dissecting needles, golf tees, magnifying lenses, small study prints of animals, mirrors, rubber bands, protractors, compasses, and cartons for packaging kits.

3.60 Personnel and Logistical Problems

The enrichment teachers indicated there was insufficient time to establish format and prepare the multitude of materials necessary to fully develop a multi-sensory approach to enrichment. Some teachers could not be in attendance due to previous commitments. Storage of materials was a problem.

4.00 EVALUATION

4.10 Design

One component objective was evaluated according to the following variable: participant ratings of the workshop. The other objective of this component will be evaluated during the 1968-69 school year according to the following variable: teacher ratings of enrichment materials.

The following instrument was used to collect information on one variable:

-Form 010B, Workshop Rating by Participants

The instrument to be used to collect information on the other variable is:

-Form 010A, Teacher Evaluation of Enrichment Kits

4.20 Attainment of Objectives

4.21 Objective: To provide pupils with more effective instructional materials.

Enrichment teachers will evaluate the new materials at the end of the first semester of their use.

4.22 Objective: To identify specific strengths and weaknesses of the project.

Thirteen of the 14 participants evaluated the workshop. Except for "Adequacy of time allotment" and "Availability of raw materials", participant approval of the workshop was almost unanimous (Table A, Addendum C).

Question eight was omitted from the table because the four major subject-area experts were unable to render service to the workshop.

Eight of the 13 teachers commented on the need for more funds, and five thought more time should be alloted. Individual comments follow:

> "A very challenging, resourceful, helpful experience for enrichment teachers (already) in the program, which, hopefully, will be of great benefit for new teachers in the program."
>
> "The interchange of ideas sometimes conflicted with the production of specific materials - perhaps involvement of gifted high school students for technical production might be one solution."
>
> "Very good idea - hope for more such to produce more curriculum materials."
>
> "The stimulation of working with alert professional people such as these has helped me to generate ideas which will bring a new dimension to my teaching - a basis for immediate planning."

4.30 Outcomes

The summer workshop was rated "Very Effective" by the 13 participants, though eight cited a need for more funds, and five thought more time should have been planned for the workshop. Several spoke of the inspiration they had received by exchanging ideas with other workshop participants. Following the workshop, the materials were organized into a kit, and one kit was prepared for each teacher in the Enrichment Program. Orientation meetings were held during the first week of school in September to familiarize enrichment teachers with kit materials.

5.00 CONCLUSIONS

Teachers gave high ratings to format, conduct, and output of the workshop.

Kit materials are to be evaluated by enrichment teachers following their first semester's use.

6.00 RECOMMENDATIONS

Repeat the workshop with the twofold purpose of exchanging ideas and producing additional materials for the Enrichment Program.

Consider lengthening the workshop.

ESEA Elementary Design #010 COMPONENT: Enrichment Program Workshop

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To provide pupils with more effective instructional materials	Ratings by classroom teachers of materials produced	Teacher Evaluation of Enrichment Kits (010A)	Questionnaire, pertaining to specific materials developed by workshop participants, to be completed by all enrichment teachers at the end of the first semester's use of the new materials
To identify specific strengths and weaknesses of the project	Ratings by workshop participants	Workshop Rating by Participants (010B)	Questionnaire, pertaining to format, conduct, and output of workshop, to be completed by all of the workshop participants at workshop conclusion

PROJECT NAME ENRICHMENT PROGRAM WORKSHOP **Code** 010

Beginning date 6-17-68 **Ending date** 6-27-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded		
TOTAL		

NUMBER OF ADULT PARTICIPANTS

School Personnel	17, and Supportive Services
Parents	
Community Personnel	

PROJECT COST $ 3,716

ADDENDUM B

TABLE A

SUMMER WORKSHOP EVALUATION

	FREQUENCY				
ITEM	Not Effective 1	Somewhat Effective 2	Effective 3	Very Effective 4	Median*
Effectiveness of June 4 planning session	0	0	1	10	4.0
Adequacy of time allotment	3	1	3	5	3.2
Selection of enrichment items	0	0	2	11	3.9
Availability of raw materials	0	1	9	3	3.1
Suitability of raw materials	0	0	4	9	3.8
Availability of tools and equipment	0	1	1	11	3.9
Suitability of tools and equipment	0	1	0	12	4.0
Assistance from technical experts:					
Illustrator	0	0	0	12	4.0
Overhead transparency specialist	0	0	1	11	4.0
Audio-visual consultant	0	0	0	13	4.0
Teacher-librarian	0	0	0	12	4.0

Table A is based on Form 010B. *Based on a 1 - 4 scale. N = 13

DEVELOPMENT OF A TUTORIAL COMMUNITY IN THE ELEMENTARY SCHOOL

Division of Elementary Education

1.00 DESCRIPTION

This component was planned as a cooperative venture with System Development Corporation and is to be funded jointly by the Ford Foundation and Title I monies.

The "tutorial community" as here conceived would have pupils at every grade level interacting with other pupils both as learners and as tutors, with every individual in the "community" being both teacher and learner. Only the kindergarten would be involved for the first year of the program. The community would provide opportunities for interaction of pupils, parents, and school personnel in planning and conducting instructional and supportive activities. The pupil-tutoring-pupil process would be an essential part of daily school procedure.

The summer phase of the component was devoted to the planning and development of operational procedures and instruction materials for the improvement of classroom instruction for minority group pupils during the kindergarten year. Teachers, administrators, and operational supervisors of the Los Angeles Unified School District and members of the Research and Development Staff of System Development Corporation met in conference at various locations. Objectives of the conference included an analysis of the Los Angeles City Schools' curriculum for the kindergarten year; location, selection, and preparation of instructional materials; critical examination of the plan for a tutorial community; improvement of communication, and development of new methods of working effectively with minority children during the kindergarten year.

2.00 OBJECTIVES

-To provide pupils with more effective instructional materials

-To improve home-school communication

-To provide inservice education

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component

Joint funding supported the component from July 1 through August 30, 1968. Conference groups met at various locations in the San Diego and Los Angeles areas on the following dates: July 19-21, July 26-28, August 2-4, August 5-9, August 16-18, August 19-23, August 26. Teachers and administrators from one elementary school in Area Valley-North, where the project is to be implemented, attended the conferences.

3.40 Activities

3.41 Staff Activities

Professional work groups met August 5-9, 19-23, and 26 preparatory to initiating the program at the elementary school site in the fall of 1968. The following activities were conducted by a supervisor, consultants from the Valley-North Elementary Offices of the Los Angeles Unified School District, and members of the Research and Development Staff of System Development Corporation:

preparation of statements of instructional objectives in behavorial terms

preparation of instructional materials appropriate to objectives for the kindergarten year

review and evaluation of the plan for the kindergarten year devised by members of System Development Corporation

Teachers and administrators from one Valley-North elementary school participated in four inservice conferences conducted by System Development Corporation July 19-21, 26-28, August 2-4, 16-18. Specialists in the field of human behavior conducted workshops to help participants gain in:

self-understanding, leadership, and interpersonal communication

ability to lead encounter groups

familiarity with a structured program for children's encounter groups and in working with children in such groups

3.60 Personnel and Logistical Problems

A curtailment of ESEA funds for the 1968-69 school year, as well as increased salary costs for personnel, may limit implementation following the summer phase.

4.00 EVALUATION

The initial phase of this project was devoted to the development of operational procedures and the location, selection, and preparation of instructional materials. This phase, consisting of seven meetings during July and August, was not evaluated.

The extent to which the tutorial community achieves its objectives at the elementary school in which implementation is planned for the 1968-69 school year may be determined by measuring the impact of the program on pupils. It is suggested that the evaluation design include: (1) A control group which may be used for comparison purposes; (2) Random assignment of pupils to the control and experimental classes; (3) Staffing of both control and experimental classes with highly competent teachers; (4) Measurement of cognitive growth by administering tests to kindergarten pupils at the beginning and end of the school year; (5) Utilization of critical incident records and attitude ratings in the affective domain; (6) Measurement of performance at each grade level against the performance of suitable control groups as the tutorial concepts are being implemented in successive grades during successive years.

PROJECT NAME TUTORIAL COMMUNITY Code 011

Beginning date 7-1-68 Ending date 8-30-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded		
TOTAL		

NUMBER OF ADULT PARTICIPANTS

School Personnel 40, and staff members from System Development Corporation

Parents ____________

Community Personnel ____________

PROJECT COST $ 3,216

ADDENDUM 01

DIVISION OF SECONDARY EDUCATION

OPERATION PREP SCHOOL - ESL

Division of Secondary Education

1.00 DESCRIPTION

The component provided systematic instruction in English as a second language (ESL) to pupils whose mother tongue is not English. The component used new and innovative techniques.

2.00 OBJECTIVES

-To improve the verbal functioning level of the children

-To develop more effective instructional materials

-To provide inservice education

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

The component operated for six weeks from July 8 through August 16, 1968 in one school.

3.20 Pupils

Two hundred pupils were enrolled in ungraded classes classified according to English competency: pre-B7; low achievers; and beginning, intermediate, and advanced ESL classes at the junior and senior high levels.

3.40 Activities

3.41 3.41 Staff Activities

Inservice education covered methods of teaching reading, writing, and English as a second language; use of audio-visual media; and evaluation techniques. Inservice was conducted two weeks prior to the opening of summer school and for one hour daily during the entire summer session. Personnel included one specialist, five resource people, 12 teachers, two intermediate clerks, and two education aides.

3.42 Pupil Activities

Pupils were enrolled in classes according to predetermined levels. At each level, one or two hours per day were devoted to learning English as a second language. Two additional hours were spent on basic reading, creative writing, or special tutoring in language skills.

4.00 EVALUATION

4.10 Design

The objectives of the component were evaluated according to the following variables: pupil scores on teacher-made tests and teacher and staff ratings of the component.

The following instruments were employed to collect information on the variables:

- Forms 150B, 150C, 150D, 150E, Analysis Tests: Beginning, Intermediate, Advanced, and Final Advanced Levels

- Form 150A, Teacher and Staff Rating

4.20 Attainment of Objectives

4.21 Objective: To improve the verbal functioning level of the children.

The target of improving "verbal functioning level" included teaching reading and writing as well as oral language skills.

The pupils in the component constituted an experimental group enrolled into predetermined beginning, intermediate, and advanced level classes. Teachers of these classes used new experimental methods and materials developed during the program. A comparison group, similarly divided, consisting of pupils from two other schools, was used for evaluation purposes. These pupils received regular or traditional ESL instruction.

Teacher-made analysis tests were administered to the experimental and comparison groups during the first and last weeks of the component. The means and F values from the analysis of covariance are shown in Table A. Post adjusted means were significantly higher in all three tests in favor of the ESEA groups.

TABLE A

ANALYSIS OF COVARIANCE

TEST AND GROUP	N	PRE MEAN	POST MEAN	ADJUSTED MEAN
Analysis Test - Beginning Level				
ESEA Title I Group	70	11.46	28.04	30.41
Comparison Group	33	14.97	17.39	12.38
			F(1,100)	= 59.357**
Analysis Test - Intermediate Level				
ESEA Title I Group	55	40.58	45.16	44.44
Comparison Group	40	37.40	21.78	22.77
			F(1,92)	= 167.982**
Analysis Test - Advanced Level				
ESEA Title I Group	24	32.71	60.54	62.52
Comparison Group	37	36.76	46.68	45.39
			F(1,58)	= 90.023**

Table A is based on Forms 150B, C, D, and E. **Sig. at .01

4.22 Objective: To provide inservice education.

Table B, Addendum C, contains the teacher and staff ratings of inservice education provided by the component. The raters felt that the inservice program was most effective (median of 3.9) in developing techniques for improving pupil reading skills, and least effective (median of 3.2) in increasing the teachers' knowledge of audio-lingual methodology. The median ratings were based on a 1 - 4 scale.

4.23 Objective: To develop more effective instructional materials.

4.24 Objective: To identify specific strengths and weaknesses of the project.

Table C, Addendum C, shows teacher and staff ratings of component effectiveness. The raters indicated that the project was highly effective, particularly in providing pupils with specially-developed instructional materials.

Table D, Addendum C, contains responses to statements sampling teacher and staff opinions on other aspects of the workshop. Respondents felt that assistance from resource personnel was highly adequate (median of 4.0), while the quality of text materials was barely adequate.

Teachers in the component reported that transparencies, thermal spirit masters, tapes, and acetates were among instructional materials developed during the project. These materials will be used in the regular school year.

Comments on the success or lack of success of the component included:

-Excellent grouping as to ability and background of pupils was a contributing factor in the success of the program.

-A great deal of success was due to the inclusion of talented and dynamic resource people.

-Access to most of the available texts and instructional material in the field, including a new course of study and special audio-visual techniques and equipment, contributed to the success of the program.

-The component could have been more successful if the goals were clearly understood.

Some recommendations for improvement in future activities of this type were:

-More time should be available during the summer school session for teachers to meet and work with resource personnel and with each other.

-Evaluation of pupils should include oral testing.

-Provide inservice education before and after the program.

-Allow sufficient time after classes for teacher preparation and evaluation of pupil progress. Probably a full day program would be best.

-More supplies and equipmment should be provided.

-A good basic text should be developed.

4.30 Outcomes

The ESEA Title I groups made marked improvement in language skills, as measured by nonstandardized tests.

Teacher and staff members indicated a need for inservice before and after the project.

Ratings showed the component to be very effective in the development of instructional materials.

Teacher comments suggested that increase in supplies and equipment and provision for more teacher preparation time would improve the component.

5.00 CONCLUSIONS

Pupil scores on nonstandardized language analysis tests indicated that the experimental groups' verbal functioning levels were significantly improved.

Teacher and staff ratings indicated that the component was effective.

6.00 RECOMMENDATIONS

Continue the component with modifications based on findings in the pilot program.

ESEA Secondary Summer Design #150 COMPONENT: Operation PREP School (ESL)

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve the verbal functioning level of the children	Pupil scores on teacher-made tests	Analysis Tests: Beginning Level, 150B Intermediate Level, 150C Advanced Level, 150D Final Advanced Level, 150E	All pupils in component and comparison groups; during 1st and 6th weeks.
To develop more effective instructional materials	Teacher ratings	Teacher and Staff Rating (150A)	All teachers rate during 6th week
To provide inservice education	Teacher ratings	Teacher and Staff Rating (150A)	All teachers rate during 6th week
To identify specific strengths and weaknesses of the project	Staff and teacher ratings	Teacher and Staff Rating (150A)	Project staff and teachers rate during 6th week

PROJECT NAME Operation Prep School (ESL) Code 150

Beginning date 7-8-68 Ending date 8-16-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10	189	
11		
12		
Ungraded		
TOTAL		

NUMBER OF ADULT PARTICIPANTS

School Personnel	17
Parents	
Community Personnel	

PROJECT COST $ 16,642

TABLE B

TEACHER RATINGS OF INSERVICE EDUCATION

ITEM	FREQUENCY Not Effective 1	2	3	Very Effective 4	MEDIAN
Please rate the effectiveness of the inservice program in terms of:					
Increasing your knowledge of audio-lingual methodology	1	1	10	6	3.2
Developing techniques for improving pupil reading skills	0	0	2	16	3.9
Developing instructional materials	0	0	6	12	3.7
Developing a working knowledge of audio-visual equipment (tape recorder, overhead projector, listening center, etc.)	0	0	3	15	3.8
Developing techniques to evaluate the language skills of pupils	1	1	12	4	3.3
Developing methods to improve the composition skills of pupils	0	0	3	15	3.8

Table B is based on Form 150A. Maximum N = 18

TABLE C

TEACHER AND STAFF RATINGS

ITEM	FREQUENCY Not Effective 1	2	3	Very Effective 4	MEDIAN
How do you rate the effectiveness of the component in terms of:					
Improving pupils' concept-learning potential in English?	0	0	3	12	3.8
Improving the classroom performance of pupils in reading?	0	0	8	7	3.5
Improving the verbal functioning level of the pupils?	0	0	9	7	3.4
Providing pupils with specially-developed instructional materials?	0	0	2	15	3.9

Table C is based on Form 150A. Maximum N = 17

TABLE D

TEACHER AND STAFF RATINGS

ITEM	FREQUENCY Less than adequate 1	Adequate 2	3	Highly adequate 4	MEDIAN
Availability of equipment and supplies	4	4	5	5	2.7
Quality of equipment and supplies	0	2	10	5	3.2
Quality of text material	5	4	4	2	2.1
Assistance from resource personnel	0	0	1	17	4.0
Evaluative techniques	3	3	2	5	2.6

Table D is based on Form 150A.

Maximum N = 18

PILOT ADMINISTRATIVE CANDIDATE TRAINING (PACT)

Division of Secondary Education

1.00 DESCRIPTION

Pilot Administrative Candidate Training (PACT) was designed to provide experience through which potential educational leaders might develop competencies in school administration. Fourteen interns, representing the dominant ethnic and linguistic majority of the local school student population, were assigned to 14 secondary schools. Participants worked as administrative assistants to school principals and attended an inservice education seminar in multi-culture relations. Their primary efforts were aimed at improving pupil achievement and school-community relations.

2.00 OBJECTIVES

-To provide inservice education

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component

The activities of PACT candidates were conducted in junior and senior high schools on a continuing basis from April 22 through June 28, 1968, and from July 8 through August 16, 1968 at designated summer schools.

3.40 Activities

3.41 Staff Activities

PACT candidates were involved in various supervisory and instructional tasks assigned by principals. These tasks included: help teachers improve the overall instructional program; help with the counseling program; help with pupil control and discipline; assistance in the school's new pupil orientation program, local-school inservice education, and supervision of nonpermanent teachers; help in adapting and extending the use of standard and innovative curriculum materials and ideas to the special needs of the school; service as a liaison among school personnel as well as between the school and community; and help to paraprofessionals.

Practical activities were complemented by those of a theoretical nature in a three-day seminar on multi-culture relations in which lectures, films, and small- and large-group discussion were employed.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to participant and staff ratings of the component.

The following instrument was used to collect information:

-Form 151A, Participant and Staff Rating

4.20 Attainment of Objectives

4.21 Objective: To provide inservice education.

4.22 Objective: To identify specific strengths and weaknesses of the project.

Ten of the PACT interns attended a three-day inservice workshop "Seminar in Multi-Culture Relations". Table A in Addendum C shows participant responses to a questionnaire on effectiveness of the workshop. Participants rated all items at medians of 3.5 or above on a 1 - 4 scale, assigning the highest rating to "Techniques for developing closer working relationships among school, home, and community". They rated "Small group interaction" slightly higher than they rated the lectures or film.

Fourteen PACT interns and 21 administrative staff members (principals, vice-principals, and registrars) of participating schools were asked to indicate the relative amounts of time interns spent in performing various administrative tasks. The median rating for each task is shown in Table B, Addendum C. Median ratings, based on a 1 - 4 scale, show the greatest amount of interns' time was devoted to (1) helping in pupil control (4.0), (2) providing liaison services (3.9), and (3) assisting in the counseling program (3.8).

The raters felt that the least amount of time was spent extending the use of new and innovative curriculum materials available at the school.

Comments were invited on the degree to which the component provided "Administrative assistance to allow the principal to fully participate in all his responsibilities to a midcity community". Ten of the 14 principals involved in the PACT program commented favorably. Three principals did not respond to the item. Typical comments included:

-The additional help enabled me to give more detailed assistance and attention to young people, teachers, and parents.

-Never has a summer school operated more smoothly.

-I was able to devote more time to the educational program.

-I was able to participate in several home contacts involving parents because of the presence of the intern in our school.

Comments on the strengths and weaknesses of the component were also solicited. Of 22 comments made, 19 were complimentary or favorable to the program. Representative comments from the interns and staff were:

-The program provided significant experiences essential to growth in the area of school administration.

-The additional assistance in pupil supervision and counseling was particularly helpful to the entire school program.

-The program provided for better community-school relations.

-The program should be expanded to include more schools.

One of the administrative interns suggested that the mode of selection of candidates for internship might be improved to minimize possible friction among school personnel. Another commented, "The program reduced the case load of the Boys' Vice-Principal, but beyond that, few if any new experiences resulted. My ability was not used in the areas that would help the pupils in the school and better relate to the community. All administrators and interns should be involved in an inservice program before school opens in order to establish proper guidelines."

4.30 Outcomes

Comments from participants and staff reflected positive feelings for the program. Administrators reported that the program facilitated their work and increased their effectiveness. They recommended its expansion.

PACT interns' time was utilized most in pupil- and community-related activities, and least in extending the use of innovative curriculum materials and promoting professional growth of teachers.

Intern ratings indicated satisfaction with the inservice education provided by the seminar in multi-culture relations.

5.00 CONCLUSIONS

Overall ratings and comments indicated that the component was effective.

Raters suggested increasing the number of schools involved.

Candidates rendered effective supportive services in routine tasks but did not participate substantially in high-level functions related to curriculum and personnel, according to several comments.

Secondary benefits of the program included improvement in pupil assistance and school-community relations.

6.00 RECOMMENDATIONS

Consideration should be given to expanding the program into more schools and conducting it as a full academic year program plus summer school.

Orient both administrators and interns on utilization of intern time, according to component guidelines.

Consider allowing interns to participate more fully in high-level functions to develop professional perspective. The place of PACT in the district's personnel promotional structure should be more clearly defined.

ESEA Secondary Summer Design #151

COMPONENT: Pilot Administrative Candidate Training (PACT)

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To provide inservice education	Ratings by participants and staff	Participant and Staff Rating (151A)	All participants and staff rate program during 6th week
To identify specific strengths and weaknesses of the project			

ADDENDUM

1

PROJECT NAME Pilot Administrative Candidate Training (PACT) **Code** 151

Beginning date 4-22-68 **Ending date** 8-16-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded		
TOTAL	0	

NUMBER OF ADULT PARTICIPANTS

School Personnel	15
Parents	
Community Personnel	

PROJECT COST $ 25,578

TABLE A

PACT INTERN RATING OF INSERVICE EDUCATION SEMINAR

ITEM	FREQUENCY Little 1	2	3	Much 4	MEDIAN
How much did participation in the seminar increase:					
Your understanding of the problems of disadvantaged pupils?	1	2	1	6	3.7
Your ability to utilize the cultural strengths of disadvantaged pupils?	1	2	2	5	3.5
Your knowledge of techniques for developing closer working relationships among school, home, and community?	0	1	1	8	3.9
How much did the following assist you in accomplishing your workshop goals					
Presentation by Dr. Everett Shostrom	1	2	2	5	3.5
Presentation by Mr. John Serrato	0	1	4	5	3.5
Presentation by Mr. Walter Bremond	0	0	4	6	3.7
Small group interaction	0	0	3	9	3.8
Movie	0	2	3	5	3.5

Table A is based on Form 151A. Maximum N = 12

ADDENDUM C

TABLE B

PARTICIPANT AND STAFF RATING

ITEM	FREQUENCY Does not Apply 0	Little 1	Some 2	3	Much 4	MEDIAN
How much time was spent by the PACT intern in:						
Working to improve the overall instructional program of the school?	0	2	6	8	18	3.6
Assisting in the counseling program of the school?	0	1	1	9	23	3.8
Helping in pupil control and discipline?	0	0	0	1	33	4.0
Assisting in the supervision of teachers?	1	3	5	11	14	3.3
Extending the use of new and innovative curriculum materials now available at the school?	10	5	10	7	2	2.2
Assisting in adapting standard curriculum materials to the special needs of the school?	12	4	6	6	6	2.7
Conducting orientation and in-service education for teachers?	12	4	6	8	4	2.6
Encouraging teachers to further their professional growth?	10	5	7	7	5	2.5
Providing liaison services among school personnel, parents, and the community?	0	1	1	7	25	3.9

Table B is based on Form 151A. N = 34

INSTRUCTION WORKSHOPS

Division of Secondary Education

1.00 DESCRIPTION

A series of workshops was conducted with the aim of improving teacher competencies in working with college capable pupils, in improving pupil reading performance, in understanding new instructional materials, and in working with adults in the community.

2.00 OBJECTIVES

-To provide inservice education

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component

Inservice education workshops and seminars were conducted on a continuing basis from June 17 through August 30, 1968.

3.40 Activities

3.41 Staff Activities

Sixteen School-Home Coordinators in a workshop extending over 60 hours, researched current school-home coordination in other school districts and prepared materials for use within The Los Angeles City School District.

A college capable orientation workshop extending over 27 hours was held for 26 teachers from 11 schools.

Another three-hour workshop in the exploration of advanced teaching modes for college capable pupils was conducted for 20 teachers coming from 15 project schools.

A basic reading workshop, held at two locations, was designed to strengthen the teaching and tutoring skills of 33 teachers from junior and senior high project schools.

In addition, 10 instructional coordinators and 4 reading teachers from 11 project schools were trained for 60 hours in an advanced reading-centered production workshop where they sought to devise better techniques and materials to implement their school programs.

Another workshop was held for eight instructional coordinators and one head counselor from eight senior high schools to strengthen and develop leadership skills.

A professional expert and the component consultant worked from July 10 through August 30, 1968 to prepare a handbook for instructional materials centers.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to participant ratings of the workshop.

The following instruments were used to collect information:

-Forms 153A, B, C, D, E, and F, Inservice Evaluation

-Form 154B, Weekly Log

4.20 Attainment of Objectives

4.21 Objective: To provide inservice education.

4.22 Objective: To identify specific strengths and weaknesses of the project.

Table A contains the reactions to the Strengthening School-Home Coordination Workshop. Participants were asked to indicate the extent to which the goals of the workshop were accomplished. The seven respondents, the majority of whom had had over three years' experience in the School-Home Coordination Program, rated achievement of all objectives 3.6 or above, with five of the seven objectives receiving the highest possible median rating of 4.0 (Table A, Addendum C).

Typical participant opinions on the workshop were:

> "The workshop allowed us to discuss the various problems and possible solutions."
>
> "The workshop gave momentum to the present School-Coordination Program."
>
> "The workshop contributed uniformity through the establishment of guidelines."
>
> "The workshop was too short to cover all areas of the program."
>
> "The workshop should be continuous throughout the school year."
>
> "Guidelines should be reevaluated each year."

Fourteen participants rated the Basic Reading Workshops from 3.0 to 4.0 on a 1 - 4 scale indicating the workshops to be valuable. The items "Improving reading skills of pupils", "Leadership" and "Lectures" received the highest ratings; while "Developing techniques used in evaluating pupil reading progress" was rated lowest (Table B, Addendum C).

Typical suggestions for future, similar workshops were:

> "The workshop should be longer."
>
> "The workshop should begin during the first week after school closes."
>
> "There should be more teacher demonstrations including working with pupils in the workshop."

Participants were asked to rate the value of the Advanced Reading-Centered Instruction Production Workshop in terms of developing techniques and materials to improve reading instruction. The respondents rated the workshop 3.7 or higher on a 1 - 4 scale, with six of the eleven items receiving a 4.0 median (Table C, Addendum C).

Representative comments on the strengths and weaknesses of the workshop included:

> "Leadership was excellent."
>
> "The workshop provided an opportunity for independent work with excellent guidance."
>
> "The workshop was a great learning experience."
>
> "Learning to use the videotape was a worthwhile experience."

The rating of the Summer Workshop for Instructional Coordinators were based primarily on the effectiveness of the workshop in terms of accomplishing its goals. The raters felt that the workshop was very effective in "Reviewing the objectives of the SAC component", "Clarifying your understanding of the role and responsibilities of the instructional coordinator", and in organization of the workshop, leadership, and selection of topics. The respondents indicated that the workshop was least effective in "Increasing your understanding of the needs of the disadvantaged learner" and in "Reviewing the range of skills to be taught in a reading classroom" (Table D, Addendum C).

Characteristic comments were:

> "We were able to express ourselves in a democratic manner."
>
> "More time should be allowed for the workshop."
>
> "The workshop should be held at the beginning of the school year."
>
> "More resource personnel from Bimini Place Center should be available."
>
> "Follow-up workshops should be held during the school year."
>
> "More time should be devoted to specific problems concerning individual schools."

The ratings of the Orientation Workshop for New College Capable Teachers ranged from 1.3 to 3.5 on a scale of 1 - 4. Participants rated "Basic objectives of the college capable program" as the most helpful presentation and "The teaching of research skills and library usage" as the least helpful. Among the activities and features of the workshop, "Your opportunities for free expression" received the highest rating (3.1) and "Large group interaction" the lowest (2.3) (Table E, Addendum C).

Ninety-three percent of the 19 respondents felt that the workshop had helped them increase their personal effectiveness in working with college capable pupils.

"Would a workshop of this type be useful to other members of your school faculty?" and "Do you feel that administrators and supervisors should be included in the workshop?" produced 95 percent "Yes" responses.

College Capable Workshop participants were asked for recommendations for inservice education in 1968-69. Among their comments were:

> "More workshops should be held in the local school or attendance area."
>
> "Workshops should be structured based upon subject matter taught."
>
> "Workshops should be better organized with more experts participating."

"Organization of the workshop", "Leadership", and "Selection of teaching modes" were all rated 3.9 on a 1 - 4 scale. "How much has your knowledge of teaching college capable pupils been increased by participation in the workshop" was rated 3.3.

The activities of the workshop consisted primarily of demonstration lessons illustrating new teaching methods. The number of times each method was presented follows: student film production (3), programmed instruction (4), small group instruction (7), team teaching (1), and pupil research (5).

Asked to comment on the value of the lessons, participants were unanimous in saying that the ideas and materials presented would be very valuable in teaching college capable pupils.

Suggestions for improving future workshops included:

> "Workshops should be longer. More time is needed to develop ideas."
>
> "The workshop should be divided by teaching levels. Junior high should be separate from senior high."
>
> "Pupils should be used in the demonstration lessons."

A weekly log was used to summarize activities of participants in the workshop for development of the Instructional Materials Centers Handbook to be used by instructional media technicians.

4.30 Outcomes

Seven instructional workshops provided inservice education for school personnel.

Participants in the workshops indicated that they received valuable assistance in developing techniques and materials for improving classroom instruction.

Guidelines for school-home coordinators and for community aides were established.

A procedural and operational handbook for technicians at Instructional Materials Centers was developed.

5.00 CONCLUSIONS

Participants found: (1) The component effective as evidenced by the overall ratings of workshops; (2) that some of the workshops did not allow sufficient time to fully utilize the available materials; (3) that more workshops should be conducted in local schools or school areas.

The Advanced Reading-Centered Instruction Production Workshop received the highest overall ratings.

The Orientation Workshop for New College Capable Teachers received the lowest overall ratings.

6.00 RECOMMENDATIONS

Consideration should be given to continuing and expanding the inservice education activities.

ESEA Secondary Summer Design #153 COMPONENT: Instruction Workshops

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To provide inservice education	Ratings of inservice		On the last day of inservice, participants evaluate workshops in:
		Inservice Evaluation (153E)	--Strengthening School-Home Coordination
To identify specific strengths and weaknesses of the project		Inservice Evaluation (153C)	--Basic Reading Workshops, JHS, SHS
		Inservice Evaluation (153B)	--Advanced Reading-Centered Instruction Production Workshop for Instructional Coordinators in JHS Reading
		Inservice Evaluation (153D)	--Summer Workshop for Instructional Coordinators in SAC SHS
		Inservice Evaluation (153A)	--Orientation Workshop for New College Capable Teachers
		Inservice Evaluation (153F)	--Exploration of New Modes of Teaching College Capable Students
		Weekly Log (154B)	Staff report on IMC Handbook

PROJECT NAME Instruction Workshops Code 153

Beginning date 6-17-68 Ending date 8-30-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded		
TOTAL	0	

NUMBER OF ADULT PARTICIPANTS

School Personnel	180
Parents	
Community Personnel	

PROJECT COST $ 32,273

ADDENDUM B

TABLE A

RATINGS OF WORKSHOP: STRENGTHENING SCHOOL-HOME COORDINATION

ITEM	FREQUENCY Not at All 1	2	3	Completely 4	MEDIAN
To what extent were the following workshop goals accomplished?					
Reviewing School-Home Coordination programs of other school districts.	0	1	2	4	3.6
Reviewing guidelines for School-Home Coordinators in Los Angeles City Schools.	0	0	0	7	4.0
Revising guidelines for School-Home Coordinators in Los Angeles City Schools.	0	0	0	7	4.0
Discussing methods for inclusion of Community Aides in the present School-Home Coordination program.	0	0	0	7	4.0
Developing tentative guidelines for Community Aides.	1	0	1	5	3.8
Developing a uniform daily log for School-Home Coordinators.	0	0	0	7	4.0
Compiling a notebook on the responsibilities of School-Home Coordinators.	0	0	0	7	4.0

Table A is based on Form 153E.

N = 7

TABLE B

RATINGS OF WORKSHOP: BASIC READING

ITEM	FREQUENCY Of Little Value 1	2	3	Very Valuable 4	MEDIAN
How do you rate the value of the workshop in terms of assistance in:					
Understanding the needs and characteristics of the disadvantaged pupil?	0	0	4	10	3.8
Understanding the secondary reading program in the Los Angeles City Schools?	0	2	3	8	3.6
Improving reading skills of pupils?	0	0	1	13	4.0
Using informal diagnostic tests?	0	1	8	3	3.1
Understanding the causes of reading disability?	0	2	5	7	3.5
Developing methods of increasing the vocabulary of pupils in reading classes?	0	1	8	5	3.3
Developing techniques of teaching reading?	0	0	2	12	3.9
Developing a working knowledge of instructional materials?	0	0	2	12	3.9
Planning the remedial lesson?	1	0	6	7	3.6
Developing materials used in teaching reading?	0	0	3	7	3.7
Developing techniques used in evaluating pupil reading progress?	0	1	11	2	3.0
Improving teacher attitudes toward poor readers?	0	1	1	12	3.9

(continued on next page)

TABLE B (cont.)

RATINGS OF WORKSHOP: BASIC READING

ITEM	FREQUENCY Poor 1	2	3	Very Good 4	MEDIAN
Organization of workshop	0	0	3	10	3.8
Leadership	0	0	0	13	4.0
Panel presentations	0	0	2	2	3.5
Lectures	0	0	0	13	4.0
Group discussions	0	0	3	11	3.8
Teaching demonstrations by participants	0	0	4	10	3.8
Teacher participation in team activities	0	2	3	8	3.6
Orientation to research in the teaching of reading.	0	1	3	7	3.6

Table B is based on Form 153C.

Maximum N = 14

TABLE C

RATINGS OF WORKSHOP: ADVANCED READING-CENTERED INSTRUCTION PRODUCTION WORKSHOP

ITEM	FREQUENCY				MEDIAN
	Little Value 1	2	3	Much Value 4	
How do you rate the value of the workshop in terms of developing:					
Techniques for correcting reading difficulties?	0	0	0	8	4.0
Techniques for introducing word recognition skills?	0	0	1	7	3.9
Techniques for improving reading comprehension?	0	1	0	7	3.9
Techniques for motivating pupils to read?	0	0	2	7	3.8
Materials to affect pupil attitudes?	0	0	0	9	4.0
Categories of independent SAC reading books by areas of interest?	0	0	0	9	4.0
Local school evaluation of pupil progress?	0	0	3	6	3.7
A bibliography of professional books in teaching reading?	0	0	0	9	4.0
A list of English word parts?	0	0	0	9	4.0
A catalog of supplementary word recognition exercises?	0	0	0	9	4.0
Skills in the use of video-tape?	0	1	1	7	3.8

Table C is based on Form 153B.

Maximum N = 9

TABLE D

RATINGS OF SUMMER WORKSHOPS FOR INSTRUCTIONAL COORDINATORS

ITEM	FREQUENCY Not Effective 1	2	3	Very Effective 4	MEDIAN
Rate the effectiveness of the workshop in terms of:					
Reviewing the objectives of SAC components	0	0	0	8	4.0
Clarifying your understanding of the role and responsibilities of the Instructional Coordinator	0	0	0	8	4.0
Reviewing the range of skills to be taught in a reading classroom	0	0	5	2	3.2
Reviewing the techniques to be used in reading and reading-centered instruction	0	0	4	3	3.4
Exploring and developing techniques for improving the efficiency of the SAC office in the local school	0	0	3	5	3.7
Increasing your understanding of the needs of the disadvantaged learner	0	0	6	2	3.1
Developing an operational resource guide for the Instructional Coordinator and his office staff	0	0	3	5	3.7
Developing an informational booklet for SAC instructional staff, administrators and department chairmen	0	0	4	4	3.5
Developing improved methods of coordinating SAC activities in the local school	0	0	1	7	3.9

ITEM	Poor 1	2	3	Very Good 4	MEDIAN
Organization of workshop	0	0	0	8	4.0
Selection of topics	0	0	0	8	4.0
Presentation of topics	0	0	2	6	3.8
Group participation	0	0	1	7	3.9
Leadership	0	0	0	8	4.0

Table D is based on Form 153D. Maximum N = 8

TABLE E

RATINGS OF ORIENTATION WORKSHOP FOR NEW COLLEGE CAPABLE TEACHERS

ITEM	FREQUENCY				MEDIAN
	Of Little Help 1	2	3	Very Helpful 4	
How helpful were the following workshop presentations in assisting you in reaching your workshop objectives?					
The potentially able child of the inner-city...his psychology and environment.	1	5	11	2	2.8
College capable program rationale.	2	2	8	7	3.2
History of the college capable program.	5	2	10	1	2.7
Basic objectives of the college capable program.	2	1	7	9	3.5
Academic structure of the college capable program.	1	6	8	4	2.8
Identification of college capable pupils.	2	5	7	4	2.8
The college capable teacher - what is he like?	2	4	11	1	2.8
Teacher involvement - instruction.	3	4	9	3	2.8
Teacher involvement - counseling and advisement.	3	6	8	1	2.5
Teacher involvement - school-home relations.	1	8	5	3	2.4
Teacher involvement - group planning.	1	6	8	4	2.8
Parental involvement.	2	6	6	4	2.7
Effective team planning and action.	1	6	8	4	2.8
Desirable teaching modes - college capable teaching matrix.	1	4	10	3	2.9
Diagnosing educational ills.	3	5	8	2	2.6
The teaching of reading comprehension skills.	3	3	7	5	2.9
The teaching of speaking and listening skills	2	5	6	5	2.8

(continued on next page)

TABLE E (cont.)

RATINGS OF ORIENTATION WORKSHOP FOR NEW COLLEGE CAPABLE TEACHERS

ITEM	FREQUENCY Of Little Help 1	2	3	Very Helpful 4	MEDIAN
The teaching of writing skills.	3	6	4	4	2.4
The teaching of research skills and library usage.	9	3	3	0	1.3
The teaching of critical thinking and problem solving.	3	4	8	3	2.8
The development of creativity.	3	4	7	3	2.7
Evaluative techniques.	5	2	5	1	2.1
How helpful were the following workshop activities or features in assisting you to reach your workshop objectives?					
Your involvement in the preparation of a demonstration lesson on teaching learning skills and subject matter.	2	4	7	3	2.8
Small group interaction.	4	3	7	3	2.7
Large group interaction.	4	6	5	2	2.3
Selection of speakers.	4	7	3	4	2.4
Major topics chosen.	5	4	8	1	2.5
Your opportunities for free expression.	2	3	7	7	3.1

Table E is based on Form 153A.

Maximum N = 19

CURRICULUM DEVELOPMENT WORKSHOPS

Division of Secondary Education and
Division of Instructional Planning and Services

1.00 DESCRIPTION

An individual-project workshop was conducted to develop supplemental materials for seventh- and eighth-grade Education and Guidance (E&G) classes in the areas of mathematics, English, and social studies.

Consultants, librarians, and teachers worked to develop courses of study or teaching outlines for classes in Negro literature and Mexican-American studies. Materials were also prepared in Spanish and English for teaching mathematics and social studies to bilingual pupils.

2.00 OBJECTIVES

-To develop more effective instructional materials

-To provide inservice education

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Components

An inservice education workshop in developing supplemental materials for E&G classes met from July 8 through August 16, 1968 for a total of 120 hours.

In developing the course of study in Negro literature, one consultant worked 48 eight-hour days, and a second consultant worked 140 hours over a seven-week period.

The bilingual mathematics, bilingual social studies, and Mexican-American studies projects were conducted from July 1 through August 26, 1968.

3.40 Activities

3.41 Staff Activities

Development of Supplemental Instructional Materials

Eight teachers from eight target area schools completed extensive research and worked to develop supplemental materials such as tapes, overhead transparencies, games, and worksheets to aid seventh- and eighth-grade pupils in E&G classes in the areas of mathematics, English, and social studies.

Participants also developed attitude worksheets which describe simple stress situations, such as Pupil A cutting into the lunch line ahead of Pupil B, and stimulate discussion of how Pupil B might react. The focus is on improved behavior and self-image.

Negro Literature

Consultants studied Negro literature for senior high school use and developed the first draft of a course of study for this material. The course of study is to be reviewed by a curriculum committee in the fall of 1968.

Bilingual Mathematics

Parts I - VI of pupil text materials were revised, based on information from teachers who had used the materials during spring 1968. Rough drafts of additional parts were written (for a planned total of 16) intended for a full seventh-grade course during the 1968-69 school year.

The consultant conferred with pupils and teachers; directors and supervisors or curriculum (mathematics and foreign language); the Editor of School Publications; and technical experts regarding the organization, content, and reproduction of pupil materials.

Bilingual Social Studies

Instructional materials currently used in junior high United States history classes with culturally disadvantaged pupils were translated into Spanish and evaluated by a Spanish language expert for accuracy and appropriateness.

Staff conferences with supervisors and technical experts were held as needed, and arrangements were made for printing and delivery of the finished publications.

Mexican-American Studies

Two teacher-consultants met with supervisors and other district personnel, including representatives from the Office of Urban Affairs, and outlined the project and steps to its completion. They researched such resources as those of the Huntington Library and Southwest Museum, and prepared drafts of their materials for review, consultation, and District approval.

3.50 Specialized Materials, Supplies, and Equipment

Except for the use of various specialized devices and the services of an illustrator to develop and produce materials and techniques for E&G workshop, no specialized materials, supplies, or equipment were used.

3.60 Personnel and Logistical Problems

No personnel and logistical problems were noted in the components, except for a dearth of teachers acquainted with Afro-American literature in the Negro literature project. A summer workshop gave some training to a few teachers, but additional inservice education will be needed.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: summaries of weekly activities and ratings of materials and workshops by curriculum committee or participants.

The following instruments were designed to collect information on the variables:

-Form 154A, Workshop Evaluation

-Form 154B, Weekly Log

-Form 154C, Individual Project Evaluation

4.20 Attainment of Objectives

4.21 Objective: To develop more effective instructional materials.

4.22 Objective: To provide inservice education.

Development of Supplemental Instructional Materials

The curriculum committee, coordinated by a consultant, was composed of six members whose teaching experience in the E&G program ranged from six months to two and one-half years. One member had no experience in this area.

The committee rated the workshop highest in terms of: each participant independently developing his own project, time allotted for developing materials, and the guidance of the leader. Rated lowest was availability of supplies (Table A, Addendum C).

The suitability of the individual projects produced, relative to the four instructional areas and attitudes toward learning, is shown by overall median ratings in Table B, Addendum C.

Negro Literature

A rough draft of the "Afro-American Literature" course of study has been prepared and will be distributed in September 1968. It includes background information for teachers and suggested pupil activities for units on folklore, poetry, and fiction. A bibliography of selected library titles accompanies each unit. At a later date, the total manuscript will be revised and will include units on nonfiction and drama.

Bilingual Mathematics

Parts I-VII of Mathematics Lessons MSP were revised and will be used by six teachers with seventh-grade pupils during fall 1968. Parts I-VII are ungraded pupil materials in English and Spanish. An annotated teacher's copy has been prepared for each part.

Bilingual Social Studies

"Adventures in U.S. History" for pupils encompasses the period from colonization to the end of the Civil War. This material, written in Spanish, will be used in eight schools by eighth graders during fall 1968, and comprises four units to be distributed as follows: Units I and II, in September 1968; Unit III, October 1968, Unit IV, November 1968.

Mexican-American Studies

"Mexican-American Studies", a teaching outline, has been prepared and will be distributed in September 1968. Four high schools will use the material for an experimental course. The outline, planned for 20 weeks of instruction, depicts Mexican-Americans in the southwest United States from the conquest in 1521 to the present time. Next semester, pupil materials, containing approximately 150 pages of information only, will be developed. Plans for Summer 1969 include modification of the outline and provision of additional activities.

4.23 Objective: To identify specific strengths and weaknesses of the project.

Development of Supplemental Instructional Materials

The committee rated highest, and in the following rank order, individual projects developed for: social studies, attitude toward learning, mathematics, and reading.

Materials developed for social studies content, using taped lessons for non-readers, were cited as very worthwhile by the curriculum committee. Rated as potentially valuable instructional devices were transparencies designed to correlate with textbooks in English, reading, social studies, and mathematics.

Negro Literature

Developing materials during the summer was considered advantageous, as resource specialists were available and regular school routines were not disrupted. The employment of outside experts, for advice, presented a problem.

Bilingual Math

Inadequate time and funds hindered reproduction of the materials developed, during this funding period.

Bilingual Social Studies

Provisions for a translator to edit materials would have expedited the development of component materials.

Mexican-American Studies

Adequate time and funds for massing resources and writing materials are needed as this area of study is relatively unknown. Historical documents and accounts are widely scattered.

4.30 Outcomes

All committee members and writers considered the materials developed to be of high value.

5.00 CONCLUSIONS

Expressions by committee members and writers indicate that component objectives were attained.

6.00 RECOMMENDATIONS

Continue projects for increasing and revising additional materials as needed in Negro history, Mexican-American culture, and areas related to other minority groups.

Provide sufficient time and staff for the development of materials.

Provide translators and editors for materials.

COMPONENT: Curriculum Development Workshops

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To develop more effective instructional materials To provide inservice education	Ratings of materials and/or workshop	Workshop Evaluation (154A) Individual Project Evaluation (154C)	Participants rate workshop on Development of Supplemental Instructional Materials; during last session. Individual projects evaluated when complete
To identify specific strengths and weaknesses of the project	Summary of weekly activities	Weekly Log (154B)	Staff reports on: --Negro Literature --Bilingual Math --Bilingual Social Studies --Mexican-American Studies

PROJECT NAME Curriculum Development Workshops Code 154

Beginning date 7-8-68 Ending date 8-16-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9	0	
10		
11		
12		
Ungraded		
TOTAL		

NUMBER OF ADULT PARTICIPANTS

School Personnel 16

Parents ________

Community Personnel ________

PROJECT COST $ 17,438

TABLE A

RATINGS OF E&G WORKSHOP

ITEM	FREQUENCY Poor 1	Fair 2	Good 3	Very Good 4	MEDIAN
Preplanning session	0	1	4	0	2.9
Each participant independently developing projects	0	0	1	6	3.9
Time allotted for developing materials	0	0	2	5	3.8
Availability of supplies	1	2	3	1	2.7
Assistance of illustrator	0	2	2	3	3.3
Resources from professional libraries	1	0	4	2	3.1
Development of materials needed to supplement texts	0	0	3	4	3.6
Leader's guidance	0	0	2	4	3.8
Solving problems through small-group discussions	0	0	5	2	3.2
Instant critique accompanying individual project presentations	0	0	4	1	3.1
Innovative techniques presented for correlating developed materials with basic texts	0	1	2	4	3.6
Forms used to evaluate individual projects	0	0	3	4	3.6

Table A is based on Form 154A.

N = 7

TABLE B

OVERALL RATINGS OF INDIVIDUAL PROJECTS FOR E&G

INDIVIDUAL PROJECT		NUMBER OF RATERS	OVERALL* MEDIAN
Project A	English transparencies and worksheets for Learning Your Language - grades 7 and 8	5	3.3
Project B	Bibliography of Negro contributors to literature (taped) - grades 7 and 8	5	3.3
Project C	Supplemental progress tests for Sullivan Reading Series - reading grade levels 1 - 4	6	3.9
Project D	Transparencies and worksheets for arithmetic fundamentals - grades 7 and 8	5	3.9
Project E	Word problem transparencies, games and worksheets - grades 7 and 8	5	3.1
Project F	Taped lessons and exercises for Abramowitz U. S. History series - non-readers	6	3.5
Project G	History transparencies and worksheets to supplement Land of the Free - grade 8	6	4.0
Project H	Geography transparencies and worksheets for Land of the Free and Abramowitz series - grade 8	4	4.0
Project I	"America's Progress", filmstrips for study lessons in Abramowitz series - grade 8	5	3.1
Project J	Taped short stories, poems and songs for Land of the Free - grade 8	6	3.6

Table B is based on Form 154C.

*Each project was judged for 11 qualities on a 1 - 4 scale, No value - Much value. The Overall Median summarizes these ratings.

COUNSELING WORKSHOPS

Division of Secondary Education

1.00 DESCRIPTION

Inservice education and workshop activities provided to school personnel by this component had two phases: (1) One, involving 33 counselors and teachers from target area schools and offices, was designed to improve teacher and counselor competency in career guidance, group counseling, leadership training, and use of referral sources; (2) The other, having 80 participants from 24 secondary schools and offices, focused on increasing sensitivity to the dimensions and effects of poverty on children.

2.00 OBJECTIVES

-To provide inservice education

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component

One phase of the component, the counseling segment, operated on a continuing basis from June 17 through August 30, 1968. The sensitivity phase involved two workshops, (ten six-hour meetings in each) July 8 - July 19 and July 22 - August 2, 1968.

3.40 Activities

3.41 Staff Activities

The following activities were undertaken in this component:

1. Teaching and Counseling the Disadvantaged Child: Activities conducted in the sensitivity segment of the component used community resource people extensively. Spokesmen from the disadvantaged communities presented views on more effective school-community involvement and improving communication with parents, pupils, and school faculties. A panel of students and university professors discussed insights on positive self-image.

2. Research on Community Referral Resources: Under direction of a counseling specialist, six counselors worked 160 hours each on revising the Consulting Counselor's Handbook to make it more serviceable to Specially-Funded Program (SFP) counselors and school psychologists. Locating resources in critical problem areas such as narcotics received special attention.

3. Review of Recent Literature: Four counselors worked 160 hours each, under direction of a counseling specialist, to research recent literature on counseling disadvantaged youth. They prepared abstracts to be distributed to SFP counselors during the 1968-69 school year to help improve the skills of these counselors.

4. Continued Research on Prescriptive Teaching: One SFP school counselor, working 160 hours under the direction of a counseling specialist, researched materials on behavioral counseling, remediation, and prescriptive teaching, and prepared a summary of findings for teacher and counselor use.

5. Revision of the Education and Guidance (E&G) Handbook: One SFP counselor, working 80 hours under direction of a counseling specialist, developed materials to aid E&G assistant counselors in screening and programming referred pupils.

6. Group Counseling Handbook: Three group counselors, working 160 hours under the direction of the group counseling specialist, researched and developed materials for a handbook of promising practices in group counseling procedures at target schools.

7. Career Guidance Development Projects for Disadvantaged Pupils: Four teachers and two counselors from six project schools, under direction of the central office consultant, worked for 160 hours each preparing information for pupils on higher educational planning; career guidance community resources; basic curriculum and major sequences (overhead transparencies); college motivation and planning (filmstrips); educational motivation and problem solving (two sets of tape recordings); and selection of a major sequence (a simulation device or "game").

8. Post-semester Follow-up: Three counselors each worked a total of 16 hours in each project secondary school under supervision of the SFP Counseling Services Coordinator completing records for Research and Development (R&D) and following up contacts with parents and pupils.

9. Leadership Training in Guidance and Counseling: Eight specialists, supervising ESEA Title I counseling components, met for an all-day training session devoted to leadership responsibilities in training counselors and implementing services for disadvantaged children.

10. Opening Doors: Teacher-counselors, working for 160 hours under direction of a central office consultant, researched data and articles, and prepared captions and materials for photographs depicting various occupations.

4.00 EVALUATION

4.10 Design

The component objectives were evaluated according to the following variables: participant ratings of workshops and participant summaries of weekly activities.

The following instruments were used to collect information on the variables:

-Form 155A, Inservice Evaluation

-Form 155B, Inservice Evaluation

-Form 154B, Weekly Log

4.20 Attainment of Objectives

4.21 Objective: To provide inservice education.

4.22 Objective: To identify specific strengths and weaknesses of the project.

1. Tables A and B, Addendum C, contain ratings of presentations and activities in the two sessions of the workshop "Teaching and Counseling the Disadvantaged Child". Participants were asked to rate workshop helpfulness on a scale of 1 - 4. All participants responded.

Median ratings ranged from 4.0 to 1.8. For Session I, "Man the Manipulator" received the highest median rating, while "Teacher under Pressure" was rated as least helpful. For Session II "Glass House Shattered" was rated most helpful and "Politics and Poverty" least helpful.

In both sessions, "Small group leadership" and "Your opportunities for free expression" were rated first and second highest.

In answer to "Do you feel that this workshop will help you increase your personal effectiveness in working with educationally disadvantaged students?" all 69 respondents replied "Yes".

Comments and recommendations for future ESEA inservice included:

-More workshops of this type should be held during the school year.

-Workshops should be held at local schools or in attendance area offices.

-This type of training should be required for all teachers in midcity schools.

-Continue to include students in workshops.

-Workshops for administrators should be separate from workshops for teachers.

2. Participants in the Research on Community Referral Resources brought the Consulting Counselor's Handbook up to date. To determine the services provided by the community, workshop members contacted public and private agencies by telephone and through personal interviews and agency visits. Tabulation of these contacts indicated that special attention was focused on health and welfare agencies such as the Red Shield Community Center, Central City Mental Health Center, Salvation Army, Watts Community Home, Welfare Information Services, and St. Anne's Hospital.

3. Participants in the Review of Recent Literature read and annotated recent articles and books related to counseling disadvantaged children. Their materials were summarized for distribution to school counselors. Research material was obtained through six libraries according to the weekly logs of the four workshop participants.

4. One participant worked on "Continued Research on Prescriptive Teaching". This work consisted of two segments, the first involving the reading of

available literature dealing with prescriptive teaching; and the second, summarizing the material for distribution to school psychologists assigned to ESEA schools.

5. Revision of the Education and Guidance Handbook, done by one participant, included designing a new cover, rewriting existing material, and adding new material to the present E&G Handbook. Contents of the handbook included program specifications, information for school faculties, screening and selection activities, philosophy of the E&G program, sample letters to parents, confidential report forms, interviewing procedures and records, referral resources, and follow-up activities.

6. The Group Counseling Handbook was devoted to developing an experimental handbook to be used as a guide for group counselors. Material on group counseling techniques and practices were gathered from professional literature and from experienced group counselors. ESEA staff writers and illustrators, on a consultative basis, aided in formulating the loose-leaf handbook.

7. Four writers and one artist-illustrator participated in Career Guidance Developmental Projects for Disadvantaged Pupils. Activities were concerned with:

(a) Production of a filmstrip to be used in East and South-Central Los Angeles. The filmstrip included motivational and informational materials dealing with such subjects as special programs in operation in Los Angeles schools and information about junior colleges, colleges, and universities. The filmstrip, accompanied by written and oral narration, was developed through use of photographs of campus scenes and taped interviews with college students.

(b) Listing of community agencies and organizations whose primary activity is to aid in occupational and educational planning for high school pupils. A separate list was compiled for each of the two geographical areas mentioned above.

(c) Compilation of occupational leaflets obtained from California Employment Service and other sources.

8. The Post-Semester Follow-Up activities involved SAC, group, and dropout counselors working a total of 16 hours in each of the SFP schools to facilitate completion of records for R&D. Follow-up contacts with parents and pupils were also made. This activity was not evaluated.

9. The workshop "Leadership Training in Guidance and Counseling" was an all-day training session for specialists supervising the ESEA Title I Counseling component. This workshop was not evaluated.

10. Participants in the Opening Doors program assembled sets of photographs showing persons of minority backgrounds doing exemplary work in varied occupations. More than 400 pictures were taken by photographers from the audio-visual section of the Los Angeles City Schools, companies belonging to the Los Angeles Merit Employment Committee, and the AFL-CIO. Teacher-counselors prepared captions and data forms to accompany the photographs.

Organized in nine groups based on occupational groupings of the Dictionary of Occupational Titles, the picture sets are to be used in SAC senior high schools during the fall semester.

4.30 Outcomes

Participants in both sessions of Teaching and Counseling the Disadvantaged Child agreed unanimously that the workshop increased their personal effectiveness in working with educationally disadvantaged students.

The component provided school personnel with inservice education in the preparation of counseling and guidance materials designed to aid teachers and counselors in dealing with disadvantaged youth.

5.00 CONCLUSIONS

Participant ratings and reports indicate that the component was effective.

6.00 RECOMMENDATIONS

Consider continuing and possibly expanding the activities found to have long-range value during the school year.

ESEA Secondary Summer Design #155

COMPONENT: Counseling Workshops

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To provide inservice education	Ratings of Inservice	Inservice Evaluation (155A, 155B)	Participants evaluate workshops: Teaching and Counseling the Disadvantaged Child, Sessions I and II; on last day of each session
To identify specific strengths and weaknesses of the project	Summary of Weekly Activities	Weekly Log (154B)	Staff reports on: --Research on Community Referral Resources --Review of Recent Literature --Continued Research on Prescriptive Teaching --Revision of E & G Counselor Handbook --Revision of Group Counselor Handbook --Career Guidance Developmental Projects for Disadvantaged Pupils --Opening Doors

PROJECT NAME Counseling Workshops Code 155

Beginning date 6-17-68 Ending date 8-30-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded		
TOTAL	0	

NUMBER OF ADULT PARTICIPANTS

School Personnel	111
Parents	
Community Personnel	

PROJECT COST $ 63,997

TABLE A

PARTICIPANT RATINGS OF WORKSHOP PRESENTATIONS AND ACTIVITIES (TEACHING AND COUNSELING THE DISADVANTAGED CHILD, SESSION I)

ITEM	FREQUENCY				MEDIAN
	Of Little Help 1	2	3	Very Helpful 4	
Workshop Presentations					
Clabe Hangan, "CRYING TIME?"	1	2	8	26	3.8
Marge Amado, "STUDENT PANEL DISCUSSION"	1	3	10	21	3.7
Dr. Fred Hacker, Dr. James Mallory, "TEACHER UNDER PRESSURE"	2	12	14	12	2.8
Black Educators, "NITTY GRITTY IN THE BIG CITY"	3	4	14	19	3.5
Ray Ceniceroz, George Carone, Student Panel, "MACHO CHICANO"	5	9	12	14	3.0
William Pajaud, Roberto Chavez, Mark Villagran and John Riddle, "BLACK AND BROWN IMAGES"	1	7	19	13	3.1
Dr. Everett Shostrom, "MAN THE MANIPULATOR"	1	1	4	31	3.9
Don Hayashi, Alan Kumamoto, Dorothea Hill, "PARENT DISCUSSION GROUP"	5	9	17	9	2.9
David Martinez, Joe Ortiz, "WHEN YOU TRIP, YOU FALL"	1	4	13	20	3.6
Ann Post, Rev. Mardirosiam, "COMMUNITY INTEGRATION OR DISINTEGRATION?"	1	7	10	19	3.5
Bootstrap Theater, "GLASS HOUSE SHATTERED"	1	2	6	26	3.8
Green Power, "SOCK IT TO 'EM, WATTS WALLOPER"	1	2	11	24	3.7
Clabe Hangan, "ONE MORE TIME"	1	2	11	25	3.7

(continued)

TABLE A (cont.)

PARTICIPANT RATINGS OF WORKSHOP PRESENTATIONS AND ACTIVITIES (TEACHING AND COUNSELING THE DISADVANTAGED CHILD, SESSION I)

ITEM	FREQUENCY				MEDIAN
	Of Little Help 1	2	3	Very Helpful 4	
Large group leadership - David Rappoport	0	2	17	21	3.6
Large group interaction	0	5	25	9	3.1
Your interaction in large group	2	12	13	9	2.8
Small group leadership - Gene Kocol	1	4	4	2	2.6
Small group leadership - Danny Arellanes	0	2	8	2	3.0
Small group leadership - Bob Ross	0	0	2	10	3.9
Small group leadership - Fred Wilkins	1	0	4	6	3.5
Small group interaction	0	2	8	27	3.8
Your interaction in small group	0	7	14	19	3.4
Selection of speakers	0	2	20	17	3.4
Major topics chosen	1	1	17	21	3.6
Your opportunities for free expression	0	5	5	30	3.8

Table A is based on Form 155A. Maximum N = 40

TABLE B

PARTICIPANT RATINGS OF WORKSHOP PRESENTATIONS AND ACTIVITIES (TEACHING AND COUNSELING THE DISADVANTAGED CHILD, SESSION II)

ITEM	FREQUENCY Of Little Help 1	 2	 3	 Very Helpful 4	MEDIAN
Workshop Presentations					
Clabe Hangan, "WHEN THE SAINTS COME MARCHING IN?"	1	5	10	11	3.3
Marge Amado, "STUDENT SMALL GROUP"	0	3	5	19	3.8
Consuelo Raya, "EAST L. A. SPEAKS UP"	1	11	9	7	2.7
Dr. Charles Thomas, "IDENTITY, CONFLICT, ALIENATION"	9	8	4	7	2.1
Herb Blavat, "BROWN BERET ENCOUNTER"	2	8	10	9	3.0
William Pajaud, John Riddle, "BLACK AND BROWN IMAGES"	0	2	7	20	3.8
Dr. Everett Shostrom, "MAN THE MANIPULATOR"	5	7	7	9	2.8
Henry Waxman, "POLITICS AND POVERTY"	12	10	4	3	1.8
Bootstrap Theater, "GLASS HOUSE SHATTERED"	0	1	5	22	3.9
Henry Mitchell, "HUMAN RELATIONS"	0	4	7	15	3.6
David Martinez, Joe Ortiz, "DRUG ABUSE"	0	4	8	15	3.6
Bobbi Jenene Collins, Kathy Fearn, "SUCCESS?"	0	1	8	13	3.7
Herb Jackson, "VOICES FROM THE STREET"	1	0	7	18	3.8
Black Educators, "NITTY GRITTY IN THE BIG CITY"	2	6	10	8	3.0
Clabe Hangan, "SOMEWHERE OVER THE RAINBOW?"	2	6	7	13	3.4

(continued)

TABLE B (cont.)

PARTICIPANT RATINGS OF WORKSHOP PRESENTATIONS AND ACTIVITIES (TEACHING AND COUNSELING THE DISADVANTAGED CHILD, SESSION II)

ITEM	FREQUENCY Of Little Help 1	2	3	Very Helpful 4	MEDIAN
Features and Activities					
Large group leadership - David Rappoport	1	3	10	12	3.4
Large group interaction	0	5	12	9	3.2
Your interaction in large group	6	3	11	8	3.0
Small group leadership - Gene Kocol	0	0	4	4	3.5
Small group leadership - Danny Arellanes	1	2	2	3	3.0
Small group leadership - Bob Ross	0	0	0	6	4.0
Small group leadership - Fred Wilkins	0	1	3	0	2.8
Small group leadership - David Rappoport	1	1	3	7	3.6
Small group interaction	1	5	6	12	3.5
Your interaction in small group	0	6	6	12	3.5
Interaction before workshop begins	2	6	13	2	2.7
Interaction during nutrition	1	4	16	6	3.0
Interaction during lunch	0	3	15	10	3.2
Interaction after workshop ends	1	6	9	7	3.0
Selection of speakers	0	3	9	17	3.6
Major topics chosen	0	2	6	19	3.7
Your opportunities for free expression	1	3	4	20	3.8

Table B is based on Form 155B.

Maximum N = 29

AUXILIARY SERVICES DIVISION

Health Services Branch

NEGLECTED AND DELINQUENT CHILDREN

Auxiliary Services Division

1.00 DESCRIPTION

This component provided auxiliary services to designated institutions housing neglected and delinquent school age children. The program was designed to meet the diversified needs of the group in three phases. These components were planned to provide the following:

-Workshops for professional and paraprofessional staff members of the Los Angeles City Schools and of the designated institutions.

-A therapeutic team for counseling and the functional evaluation of pupils. Further auxiliary assistance was provided by physicians, nurses, and an audiometrist.

-A summer program designed to improve basic skills and provide meaningful experiences through work study classes and field trips related to occupational interests. A number of teaching assistants were assigned to help the teachers during the course of the summer school program.

Coordination of all component phases was provided by an Assistant Medical Director, Health Services Branch.

2.00 OBJECTIVES

-To change (in a positive direction) the children's attitudes toward school and education.

-To improve achievement levels in specific subject areas.

-To provide inservice education.

-To identify specific strengths and weaknesses of the project.

3.00 IMPLEMENTATION

3.10 Duration of the Component and Number of Schools

Workshop activities were conducted between January 22, 1968 and June 21, 1968 for staffs from 13 institutions and 19 public schools.

Therapeutic team services began in January 1968 and continued through mid-August 1968. These services were provided at the 13 participating institutions.

A summer program of basic skills classes, work study and field trip experiences was conducted from July 8, 1968 through August 16, 1968 at two senior high schools, two junior high schools, a general hospital, and on the grounds of seven eligible institutions.

3.20 Pupils

The component served 604 pupils from thirteen institutions that house neglected and delinquent children of school age. Approximately 380 of these pupils attended public schools for all or part of the regular school year.

3.30 Nonpublic School Pupils

One hundred eighty-three pupils who were involved in the component regularly attended nonpublic schools during the school year.

3.40 Activities

3.41 Staff Activities

Pupils with educational, social, behavioral, and health problems were referred to the therapeutic team (nurse, elementary counselor, secondary counselor, and a curriculum specialist). The team provided information helpful for improved educational planning to institutional staff members and to teachers.

Pupils who participated in the 1967 summer program were provided with follow-up services by the team. An audiometrist screened for hearing difficulties those children who attended on-campus nonpublic schools. Physician service time was also provided these on-campus children.

Each of the two cooperative work-study programs held at the two junior high schools had four teachers and three teaching assistants assigned to classes in remedial work, recreational and physical education skills, woodshop, and design crafts. The teachers and their assistant met daily at the close of school to review and revise plans for the following day. The teachers also conferred with and utilized the services of the therapeutic team.

That part of the program devised to orient a number of pupils to certain selected pre-vocational and vocational skills included a span of over fifty hours in the wards of a general hospital. The girls involved in the program performed paraprofessional duties that are generally associated with such an institution. A school nurse supervised the hospital program. The same girls also were introduced (through on-site visits) to the job requirements of certain other selected vocations. A teacher trained in vocational education conducted the latter part of the program.

Pupils at two senior high schools and seven eligible institutions were assessed to discover their individual remedial needs, and a remedial program involving prescriptive teaching was instituted. Remedial reading needs were stressed; however, remedial mathematics, language development, speech correction, hearing difficulties and health education were given high priority where and when needed.

3.42 Pupil Activities

All pupils at the work-study centers were enrolled for four hours a day. Most participated in all four of the classes that were offered. Several field trips were conducted for these groups.

The pupils in the pre-vocational class attended four hours a day, two days a week at General Hospital, and three days a week at a high school site or on a conducted field trip.

Those pupils who attended one or more of the remedial classes were generally restricted to fewer hours per day. Most of the pupils did attend classes for an average of over ten hours per week. Some attended only a class in remedial reading while others participated in one or more of the other activities which were offered.

3.50 Specialized Materials, Supplies, and Equipment

In the remedial classes, the following specialized types of equipment and materials were used: tape recorders, overhead projectors, record player, controlled readers, tachisto-flasher, programmed reading materials, Science Research Associates Primary Reading Kit, filmstrip projectors, filmstrips, and flannel boards with related display materials. The woodshop and design crafts classrooms were equipped with the appropriate tools and equipment.

Anatomical models were used to instruct pupils in health education classes. An audiometer was used to screen for hearing losses.

In the recreational skills and physical education part of the program, regular use was made of trampolines, golfing, tennis, softball, basketball, and volley ball equipment. Mats were made available for instruction in tumbling.

3.60 Personnel and Logistical Problems

The mechanics of placing materials, supplies, and equipment in the hands of professional staff persons who were located at eleven sites presented some transportation and scheduling problems.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: pupil test scores, ratings of inservice education, and pupil and staff ratings of component effectiveness.

The following instruments were employed to collect information on the variables:

-Gates-MacGinitie Reading Test, Surveys D1M and E1M.

-Forms 236A, B, C, Evaluation of Workshop (I, II, and III, respectively)

-Form 236D, Pupil Evaluation

-Form 236E, Project Personnel Reaction Form

-Form 236G, Continued Contact (to follow up participants)

4.20 Attainment of Objectives

4.21 Objective: To change (in a positive direction) the children's attitudes toward school and education.

At the completion of the 1968 summer school, 207 pupils (of the 336 enrolled) returned questionnaires evaluating their participation. Part of their evaluation involved rating their self-improvement in selected areas. In this connection Table A indicates that pupil ratings showed "much improvement" in their "getting along with teachers" and "some improvement" in all other areas.

TABLE A

PUPIL RATINGS OF SELF-IMPROVEMENT IN SELECTED AREAS

ITEM	FREQUENCY No Improvement 1	 Little Improvement 2	 Some Improvement 3	 Much Improvement 4	MEDIAN
As a result of your going to summer school, how much do you think you have improved in the following areas:					
Reading skills	19	27	55	64	3.2
Mathematics or arithmetic skills	22	28	41	52	3.0
Work habits	23	27	53	68	3.2
Getting along with other pupils	20	26	61	66	3.2
Getting along with teachers	19	17	30	108	3.7

Table A is based on Form 236D. N = 207

Also at the end of the 1968 summer program, 35 staff members responded to a questionnaire on component effectiveness in selected areas. Not all respondents answered every item.

Table B shows that they rated all categories as having "much value" but gave the highest median ratings to pupil improvement in "cooperation," "relationships with adults," and "self concepts and attitudes."

TABLE B

PROJECT PERSONNEL RATINGS OF PUPIL IMPROVEMENT

ITEM	FREQUENCY No Value 1	 Little Value 2	 Much Value 3	 Very Much Value 4	MEDIAN
Please rate the effectiveness of the project in improving pupil:					
Achievement in subject or activity	0	8	15	9	3.0
Work Habits	0	7	18	6	3.0
Cooperation	0	1	19	12	3.4
Relationships with other pupils	1	8	14	10	3.0
Relationships with adults	0	3	16	14	3.3
Self-concepts and attitudes	0	4	15	14	3.2

Table B is based on Form 236E. N = 35

Twenty-five component staff members further described human interest incidents, developing from this project, which reflect on pupils' attitudes. The following are characteristic:

> "In general the girls became more relaxed and friendlier toward us. One girl described as withdrawn and difficult wrote a letter thanking the teacher for her help and interest. The girls would sometimes come in early and talk to us. One girl who had not been in school until age 11 and could not read worked hard and is reading now and planned her own work, spelling etc. so that she would do well. The girls were taken to the circus. They were all very excited and since they normally aren't allowed to go out alone, they felt they had been given a trust to behave well. They were all proud of themselves. They need confidence and this helped give them some."

> "At the end of the session youngsters were greeting me as they left the bus and upon arriving with smiles and good morning. At the start I was authority and they had dealt with my kind previously."

> "A pupil in this summer program is seeing a psychiatrist. He felt he was making no progress with her. After two weeks in the program, he (the psychiatrist) asked the Sister in charge what was new in the pupil's environment because she was 'opening up.' The Sister feels

3

> it was the summer school class that put her on the road to a hopeful recovery. One of the girls when she was given back her work paper remarked, 'This is the first time I ever did anything right.'"
>
> "The majority of students displayed an open regret that the program was to be terminated. This positive reacting was directed more toward the staff at our school than the summer school routine. The favorable identification with the teachers and their assistants was, I believe, one of the most rewarding endeavors with which I have been associated."

Representing a longer-range assessment and greater involvement with the therapeutic team, 66 pupils responded to the Continued Contact questionnaire. This instrument assessed their attitude after attendance at the component's 1967 summer school and subsequent year-long contact with the therapeutic team. The questionnaire (Form 236G) was administered to 37 elementary pupils in January 1968 and to 29 secondary pupils in May 1968.

Approximately ninety percent of the pupils commented favorably on the program. Ninety-five percent of these made positive comments about their teachers, and 88 percent were favorably disposed toward their peers.

Fifty-eight (83 percent) believed that the 1967 summer experience had been helpful to them. Of these, 52 (79 percent) stated that they had been helped in English or reading and six (9 percent) reported that they had been helped in arithmetic.

4.22 Objective: To improve achievement levels in specific subject areas.

The Gates-MacGinitie Reading Test was administered pre and post to a sample of 25 elementary and 24 secondary pupils enrolled in reading classes. The number of pupils tested and the grade levels represented are shown below:

Elementary

Grades	4	5	6	7	8	9
Number of pupils	2	7	7	8	0	1

Secondary

Grades	7	8	9
Number of pupils	5	7	11

Tables C and D show that both elementary and secondary groups made slight gains in median scores. The secondary group made the greatest gain in mean and median vocabulary score.

TABLE C

READING SCORES OF ELEMENTARY PUPILS

ITEM	VOCABULARY				COMPREHENSION			
	Pre		Post		Pre		Post	
	Raw Score	Grade Placement	Raw Score	Grade Placement	Raw Score	Grade Placement	Raw Score	Grade Placement
Third Quartile	36.50	7.4	36.37	7.4	39.75	6.4	41.37	6.9
Median	30.50	5.7	33.00	6.3	30.00	4.8	36.00	5.6
First Quartile	25.00	4.7	21.75	4.2	25.75	4.3	22.75	4.0
Mean	30.42	5.7	30.80	5.7	32.64	4.8	30.44	4.8

Table C is based on The Gates-MacGinitie Reading Test, Survey D1M. N = 25

TABLE D

READING SCORES OF SECONDARY PUPILS

ITEM	VOCABULARY				COMPREHENSION			
	Pre		Post		Pre		Post	
	Raw Score	Grade Placement	Raw Score	Grade Placement	Raw Score	Grade Placement	Raw Score	Grade Placement
Third Quartile	23.00	8.3	21.50	7.8	32.50	7.7	31.50	7.5
Median	13.50	5.0	16.50	6.0	25.17	6.0	25.50	6.1
First Quartile	10.50	4.2	12.83	4.8	12.00	3.4	14.50	3.8
Mean	15.92	5.7	18.62	6.8	24.17	5.8	24.92	5.9

Table D is based on Gates-MacGinitie Reading Test, Survey E1M. N = 24

In addition to these test scores there were pupil ratings of their improvement in subject achievement. (See Table A for reading and mathematics medians of 3.2 and 3.0, respectively, on a 1-4 scale ranging from "no improvement" to "much improvement.")

Teachers rated the pupils on improvement in subject or activity area achievement at 3.0 on a 1-4 scale ranging from "no value" to "very much value" (see Table B). Also, they made comments, of which the following are representative:

> "They made little autograph books for us to sign, small gifts, etc., for the last day. The newspaper was extremely beneficial. The children actually bumped into things as they walked along rather than put it down. Reading their own and other's articles was reinforcing."
>
> "I had one boy who developed many free form designs in wood which were quite interesting."
>
> "We have had all-day athletic tournaments which were carefully structured, awards and cups were presented to almost every boy. They seemed highly motivated to win their awards."

4.23 Objective: To provide inservice education.

Three workshops providing preservice and inservice education to staff members of the component were conducted during the spring semester. Each workshop was evaluated separately.

Workshop I. Through a series of meetings, the therapeutic team and professional experts provided theoretical knowledge to 42 public and nonpublic school teachers interested in the special educational problems of neglected and delinquent children. Each participant in the eight two-hour meetings responded to a questionnaire on the workshop's effectiveness. Table E shows that they rated a session on narcotics highest (3.8, in the range of "great value") and one on classroom problems lowest (2.8, in the range of "some value").

TABLE E

PARTICIPANT RATINGS OF THE VALUE OF EACH SESSION IN HELPING TEACHERS UNDERSTAND THE SPECIAL PROBLEMS OF TEACHING NEGLECTED AND DELINQUENT CHILDREN

SESSION THEME	FREQUENCY No Value 1	Little Value 2	Some Value 3	Great Value 4	MEDIAN
"Problems of Children in Institutions"	0	5	9	4	2.9
"Juvenile Hall"	0	1	7	10	3.6
"The Planned Classroom"	0	0	9	10	3.6
"The Battered Child"	0	8	8	6	2.9
"Problems of Teachers in the Classroom"	4	5	6	7	2.8
"The New Youth"	0	2	7	10	3.6
"School and Narcotics"	0	0	5	16	3.8
"Behavior Problems in the Classroom"	0	0	7	8	3.6
Overall rating of the series of meetings	0	0	10	11	3.5

Table E is based on Form 236A. N = 23

Participants indicated that they gained insights in:

A. Panel discussion - "Problems of Children in Institutions"
   -becoming aware of the resources available for children in institutions, the types of children found there, and the problems presented by them.

B. Field trip - "Juvenile Hall"
   -discovering how the real Juvenile Hall looks, what it tries to do, and how detainees make the adjustment.

C. Lecture - "The Planned Classroom"
   -finding a new and interesting methodology that meets the neglected and delinquent child's needs; realizing the disabilities of this child and the problems in making him educable; recognizing that special provision must be made for small classes, varied activities, and adequate tools.

D. Lecture - "The Battered Child"
   -learning the nature of the child abuse problem and the teacher's responsibility toward it.

E. Lecture - "Problems of Teachers in the Classroom"
-seeing the teacher's relationship with minority groups in a new light: minorities are antagonistic toward him; minority children require special treatment from him.

F. Lecture - "The New Youth"
-recognizing that adult failure to understand youth's needs has created the generation gap and that youth's often criticized behavior is a reflection of what they see in adults' behavior.

G. Lecture - "School and Narcotics"
-acquiring an increased awareness of the narcotics problem and knowledge of the facts; seeing what has not been, and should be, done about the problem; recognizing the importance of giving youth the complete facts about narcotics.

H. Discussion - "Behavior Problems in the Classroom"
-realizing that much can be learned from other teachers, as there is no one way to reach this type of student; understanding that only on a level of personal acceptance can the teacher reach such a student.

Additionally, participants were asked to indicate what changes they planned in their teaching, counseling, and discipline approaches as a result of insights gained from this workshop. From the instructional standpoint approximately half the responses indicated the teacher planned to begin gearing instruction to the actual readiness of the child. From the counseling standpoint two thirds of the responses indicated the teacher would hereafter take a close personal interest in the child and let the latter's needs dictate the educational approach. From the discipline standpoint responses were about evenly divided among resolves to impose adult standards of behavior, to ignore set standards, or to let students establish and enforce their own standards.

Participants, in recommending improvements for this type of workshop, were primarily interested in additional firsthand experience, theirs or the leaders', and in more of various kinds of discussion situations.

Workshop II. Persons from Workshop I were selected to teach in the special six-week program for neglected and delinquent children in the summer of 1968. Workshop II, under the guidance of the therapeutic team, enabled the assigned teachers to devise plans for meeting the varying psychological and educational needs of these children at various sites. Participants included 18 (paid) public school teachers and 12 (volunteer) nonpublic school teachers and/or institutional staff.

Asked what were the most valuable aspects of this 16-hour series of meetings, participants spoke of the value of directly contacting the people and institutions involved in the program and of having expert help.

Describing the type of assistance the workshop provided in materials for their teaching area, they spoke of becoming acquainted with the plenitude of available resources and procedures for obtaining them and of being permitted their free use.

Regarding the type of assistance given in methodology, they pointed to experts' providing information through lecture, question-answer periods and to participants' sharing ideas.

Evaluating the effectiveness of the planning and organization of this workshop, they said a clear sense of purpose characterized each meeting. Also, eleven of sixteen participants rated the effectiveness of planning and organization at a median of 3.0 on a 1-4 scale ("very ineffective" to "very effective").

Another scale (Form 236B) shows that twelve respondents rated overall workshop value at a median of 2.9 on a 1-4 scale ("no value" to "great value").

Asked what recommendations they had for improving this type of workshop, they divided evenly among requests for a pre-established guideline; participants' having a voice in planning; shorter, more efficiently utilized sessions; and special expert-led sessions on handling emotional problems.

Asked to make any other observations that might aid in the assessment of the workshop, a little more than half of those responding requested that retrospect and prospect be considered in planning subsequent sessions. In these connections they suggested appraising the schools where the teachers would be working, evaluating each previous session before planning the next, estimating teacher needs for each session anew through preliminary subject matter specialized meetings, and planning and preparing at home by participants before shortened class sessions devoted to interaction among them.

Workshop III. Contributing institutions sent forty of their professional and paraprofessional staff as volunteer participants in a workshop. They were divided into two classes, each meeting for a total of ten hours under the direction of the therapeutic team. The participants were schooled in using professional methods and understandings to work at the institution with their charges on school-connected problems (e.g. tutoring, health, counseling).

In answer to what were some of the most valuable aspects of this series of meetings, two thirds of the responses pointed to sharing ideas on problems and their solution. A third spoke of gaining insight into the attributes of personnel dealing with neglected and delinquent children.

In describing the type of assistance the workshop provided in meeting tutorial or homework needs, a third of the responses identified information on motivating children. Others pointed to techniques for tutoring and for helping with homework, and to the involvement of a child's health with learning.

In describing the type of assistance the workshop provided in techniques or methods of working with neglected or delinquent children, a third of the responses spoke of techniques that focused on improving behavior through supportive discipline. Others referred to means of developing better self images in the children or mentioned games appropriate to educating disturbed children.

As to the effectiveness of the planning and organization of this workshop, two-thirds of the comments either endorsed the content and leadership without reservation or suggested a slightly different emphasis. In addition, nineteen respondents rated the effectiveness of workshop planning and organization at a median of 3.7 on a 1-4 scale ("very ineffective" to "very effective").

Eighteen questionnaire respondents rated the overall value of the workshop at a median of 3.6 on a 1-4 scale ("no value" to "great value").

With regard to improving this type of workshop, practically all those making recommendations asked that the present workshop program be altered in some measure to suit their particular purposes. (e.g., "Divide into smaller groups with a choice of what each group feels is of importance to discuss . . .")

Of the additional observations intended to aid in the assessment of this workshop, half called for expanding the program either as to time or content. Others suggested changes in conducting discussions, expressed appreciation for a workshop climate conducive to learning, or made unique requests for a physician as a workshop resource person and for more comfortable chairs.

4.24 Objective: To identify specific strengths and weaknesses of the project.

Two hundred seven 1968 summer school pupils completed questionnaires on the effectiveness of the program. Table F shows that "reading," "mathematics," and "field trips" had the highest participation. "Recreation and physical education" rated highest in being liked by pupils enrolled. "Mathematics" rated lowest. On a 1-4 scale ("not at all" to "very much"), they gave median ratings of 3.5 or higher ("very much") to "arts and crafts," "speech correction," "pre-occupational training program," "shop class," "field trips," and "other" (the last category being activities unique to individual summer school centers).

TABLE F

PUPIL RATING OF ACTIVITY ENJOYMENT VALUE

ACTIVITY	N	FREQUENCY Not At All 1	Some 2	Much 3	Very Much 4	MEDIAN
How much did you like (the activity)?						
Reading	189	14	45	40	90	3.4
Mathematics	181	34	43	36	68	2.9
Arts and Crafts	55	11	7	5	32	3.6
Health Education or Sex Education	57	4	21	38	43	3.2
Speech Correction	33	5	5	6	17	3.5
Cooking as a Hobby	30	5	7	4	14	3.3
Recreation and Physical Education	64	4	6	8	46	3.9
Pre-Occupational Training program	9	0	1	2	6	3.8
Shop Class	48	3	4	6	35	3.5
Field Trip	187	24	32	32	99	3.6
Other	93	3	7	18	65	3.8

Table F is based on Form 236D.

N = 207

According to what they liked the most (1st choice = 1, 2nd choice = 2, 3rd choice = 3) 150 pupils responded as follows:

ASPECT	MEAN RANKING
The subjects and activities	1.9
The teachers and teaching assistants	2.3
Being with classmates	2.7
Others (various specifics)	3.1

One hundred fifty-two pupils rated the overall value of summer school at a median of 3.6, as shown in Table G.

TABLE G

PUPIL RATING OF OVERALL VALUE OF SUMMER COMPONENT

ITEM	FREQUENCY No Value 1	Little Value 2	Some Value 3	Much Value 4	MEDIAN
Of how much value was summer school?	11	14	43	84	3.6

Table G is based on Form 236D. N = 152

When asked to suggest activities for next year's summer school, 158 pupils made multiple suggestions which were categorized as: subject areas (101), field trips (18), audio-visual aids (5), and other (38). Suggestions, in the main, related to activities not usually offered during the regular school year (See Table H, Addendum C).

Component personnel were asked to indicate the activities or techniques they had found effective when teaching neglected and delinquent children in particular grade level ranges: preschool-3, 4-6, 7-12. Some types of activities or techniques were mentioned at all grade level ranges (including ungraded): audio-visual, grouping, and games; some at three out of four: field trips and developing responsibility. Within each grade level range, specific mention frequently was made of the teacher's striving for motivation in utilizing some activity or technique. (See Table I, Addendum C.)

Thirty-five component staff members rated the overall effectiveness of the program as having "very much value" with a median rating of 3.8 on a 1-4 scale. Their comments (some multiple) on the strengths and weaknesses of the component fell into the following categories:

PROGRAM STRENGTHS	FREQUENCY
Receptiveness, enthusiasm and competence of project staff.	12
Teacher autonomy in scheduling, discipline, experimentation.	12
Favorable pupil-teacher ratio for guidance and for individualizing instruction	10
Balanced curriculum offerings to meet pupil needs and interests.	7
Freedom from fear of failure on part of participating pupils	3

PROGRAM WEAKNESSES	FREQUENCY
Poor organization of some activities (e.g., field trips) and weak correlation of attendant learnings	8
Delay in receiving supplies	5
Reluctant participation by some pupils (no alternative to attendance)	4
Little available information on pupil abilities and problems	4
Poor communication with institutional administrative staff	3
No course credit for pupils	3
Limited size of staff	3

Thirty-five component staff respondents made the following suggestions (some multiple) for improving the component:

SUGGESTIONS FOR IMPROVEMENT	FREQUENCY
Plan and coordinate component activities more carefully	8
Secure advanced information on pupils for grouping, instruction, and guidance	8
Expedite the acquisition, protection, and utilization of teaching materials	5
Improve communication with institutional administrative staff	5
Extend services to non-institutionalized neglected and delinquent pupils, including follow-up of component participants	3
Offer course credit	3
Provide more cultural experiences through additional field trips and films	3
Clarify rules for conduct, tighten supervision, and provide means to exclude disruptive and unresponsive pupils	3

The therapeutic team made numerous contacts with pupils, other component members, and institutional staff, and then prepared activity reports for submission to the project director. A summary of the categories of service reported by each team member is provided below.

SUMMARY OF THERAPEUTIC TEAM ACTIVITIES

PERSONNEL	SERVICE
Curriculum specialist	Staff interviews, meetings and visits. Inservice education
Counselors	Pupil interviews: individual, small-group, large-group Psychological evaluations Referrals Staff interviews
Nurses	Information: general health, sex, narcotics Referrals: vision, screening Candy-striper supervision
Audiometrist	Hearing tests, demonstrations, Referrals
Physician	Medical screening, Referrals

The following excerpts are from letters written by officials of institutions housing neglected and delinquent children to the curriculum specialist in charge of the therapeutic team. The letters were intended as overall evaluation of the project, but the excerpts point to the work of the team.

> "We are all impressed with the enthusiasm shown by yourself and your staff regarding the potential of the project. This is evidenced by the pre-planning which involved so many diverse factions and the willingness of your staff to make efforts to meet the major needs of the institutions." - Hathaway Home for Children.

> "In many cases, it would be useless, if not unwise, to proceed without concern for the reasons why an individual has developed as he has . . . Mrs. __________ (the audiometrist) tested the hearing of those children who had had hearing deficiencies in previous testing and those children who had not been tested this year. She found improvement in some children, who through the referral by the audiometrist, had gone for professional treatment. She also dedicated one day towards giving the children a presentation of care of the ears. This presentation was given at different grade levels and in accord with their interest and understanding." - Little Flower Missionary House.

> "One of the real outstanding features has been the health films presented with very frank and open discussions following." - Pacific Lodge Boys' Home.

"Mrs. ____________ (the counselor) has been most helpful to us, especially around the area of our troubled children in Jr. and Sr. High school." - Vista Del Mar Child-Care Service.

"I would be very pleased if the Health, Speech and Psychological services could be continued for the new school year 1968-69." - Nazareth House.

"It seems so right that the very small windfall of special funds should have been used imaginatively to point toward new directions in our basic educational program." - El Nido Lodges

4.30 Outcomes

Pupils rated their enjoyment of component activities at medians between 2.9 and 3.9 on a 1-4 scale, giving the lowest rating to "mathematics" and the highest to "recreation and physical education."

Staff and pupils rated pupil-adult relationships at medians of 3.3 and 3.7, respectively.

Both pupils and staff rated pupil improvement in subject skills at medians of 3.0 or higher.

Gates-MacGinitie Reading Vocabulary and Comprehension posttest median scores were slightly higher than pretest medians.

Component staff rated the overall value of the three inservice workshops at medians of 3.5, 2.9 and 3.6 respectively.

Component staff listed the major strengths of the component as: competence of colleagues; program flexibility; favorable ratio of pupils to adults; offerings and services meeting the needs of children and youth; and decreased pressure from threat of failure.

Component staff listed weaknesses as: poor organization of field trips; little correlation of field trip to campus learnings; delay in receiving supplies; communication with institutional administrative staff; lack of alternatives for unwilling participants; paucity of information on pupils; lack of course credit; limited size of staff.

Activity reports (logs) of the therapeutic team indicated numerous supportive services were rendered. Institutional staff administrators praised the work of the team highly.

5.00 CONCLUSIONS

Most pupils enjoyed the activities and believed they were helpful. Their liking reading appreciably more than mathematics suggests the need for some new approaches in teaching them the latter.

Pupil-adult relationships were highly satisfactory. Pupils' rating of pupil-adult relationships higher than pupil-pupil relationships may reflect:

- Their need to relate to adult models
- The careful screening and inservice participation of teachers
- The favorable pupil-teacher ratio in classes

Progress in reading through comparison of pre and posttest results showed little change.

Inservice education of staff was highly effective.

The therapeutic team rendered effective supportive services.

The program generally met needs of neglected and delinquent children.

The three-phase component met its objectives.

6.00 RECOMMENDATIONS

Continue all phases of the component.

Experiment with new approaches in teaching mathematics to these pupils.

Explore use of education aides to provide optimal pupil-adult ratio.

Provide more structure in the organization and planning of field trips.

Stress adherence to rules of conduct where the need is indicated.

Explore alternatives to imposed pupil participation

Secure data on pupils before summer school, where practicable.

Continue to strengthen communication with institutional administrative staff.

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Auxiliary Services Design #236

COMPONENT: Neglected and Delinquent Children

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To change (in a positive direction) the children's attitudes toward school and education	Ratings	Project Personnel Reaction Form (236E) Continued Contact (236G)	Project personnel ratings of pupil attitudes Follow-up of 1967 pupil participants to assess attitudes toward school and education
To improve achievement levels in specific subject areas	Pupil test scores	Gates-MacGinitie Reading Test	Pre and post comparison of reading ability
To provide inservice education	Ratings	Evaluation of Workshop I (236A) Evaluation of Workshop II (236B) Evaluation of Workshop III (236C)	Participants to provide an assessment of each workshop during and/or at the close of each series of meetings
To identify specific strengths and weaknesses of the project	Staff and pupil ratings	Pupil Evaluation (236D) Project Personnel Reaction Form (236E)	An assessment by pupils and staff. Data obtained from teachers, nurse, counselors, curriculum specialist, and project director

PROJECT NAME Neglected and Delinquent Children Code 236

Beginning date January 1968 Ending date August 31, 1968

Grade Level	PUPIL ENROLLMENT					
	Public			Nonpublic		
Preschool						
K						
1				10		10
2				15	8	23
3	3		3	18	9	27
4	3		3	17	11	28
5	9	4	13	19	25	44
6	16	6	22	22	18	40
7	13	7	20	18	9	27
8	36	12	48	7	12	19
9	41	20	61	7	6	13
10	31	22	53	12	8	20
11	14	11	25	10	7	17
12	7	4	11	4	4	8
Ungraded				4		4
TOTAL	173*	86**	259***	163*	117**	280***

* 1968 Summer Enrollment
** Served by Therapeutic Team, January - June 1968
*** Duplicated count

NUMBER OF ADULT PARTICIPANTS

School Personnel	24
Parents	
Community Personnel	12

PROJECT COST $ 93,300

TABLE H

PUPIL SUGGESTIONS FOR 1969 SUMMER PROGRAM

CATEGORY	FREQUENCY
SUBJECT AREAS	101
Physical Education and Recreation	33
football (5), hobbies: model cars and planes (5), baseball (4), parties (4), dancing (2), horseback riding (2), swimming (2), track (2), bicycling, boating, hiking, ice-skating, marksmanship, soccer, tennis	
Practical Arts	19
shop: elective, plastics, print, wood (6), driver training (4), homemaking: foods, clothing (3), typing (3), mechanics: auto, motorcycle (2), general business	
Fine Arts	18
drama (5) pictorial art: drawing, painting (5), ceramics (3), music appreciation: listening to records (3), chorus (2)	
Language Arts	18
reading: oral, free, speed (6) journalism (5), Spanish (3), speech (2), spelling (2)	
Social Studies	8
geography (3), history (3), religion (2)	
Mathematics	3
algebra (3)	
Science	2
general science, biology	
FIELD TRIPS	18
automobile assembly plant (3), Disneyland (2), Marineland (2), Museum (2), Nu-Pike (2), planetarium (2) park (2), bakery, Mexico, Zoo	
AUDIO-VISUAL AIDS	5
more films (3), listening centers (2)	
OTHER SUGGESTIONS	38
offer the same activities as this summer (30), give school credit, (5), have harder work, have discussions, have school longer	

Table H is based on Form 236D. N=158

TABLE I

EFFECTIVE ACTIVITIES OR TECHNIQUES AT INDICATED GRADE LEVELS

ACTIVITY	PRESCHOOL - 3	4 - 6	7 - 12	UNGRADED
Games	Phonics drill, Word analysis, Bingo with reading basics	Bingo with reading basics	Spelling bee	Word problems Educational Games
Audio Visual	Films to motivate expression Listening centers	Tape follow-up lesson Films to motivate expression Listening centers	English usage filmstrips Phonics filmstrips Tape recorder for self-diagnosis Vowel-consonant cards Wall charts Teletrainer	AV aids with follow-up explanation Tape recorder Filmstrips as a change of pace
Grouping	Grouping to allow individual attention Ability level groups of mixed ages	Grouping to allow individual attention Ability level groups of mixed ages	Group activities to improve relationships Grouped by age, not ability Group competition	Grouping to allow individual attention
Field trip	Field trip to motivate expression	Field trip to motivate expression	Field trip to job locations	
Responsibility	A class job for almost everyone	Class job for almost everyone		Boys prepare food for nutrition
Variety	Activities changed every 15 minutes	Activities changed every 15 minutes		
Choice			Individual choice of projects	Maximum freedom of choice
Discipline			Demand respect but keep on good side and make it fun	Use humor Compromise when pupil emotional Handle problems immediately Develop self-control

TABLE I (con't)

EFFECTIVE ACTIVITIES OR TECHNIQUES AT INDICATED GRADE LEVELS

ACTIVITY	PRESCHOOL - 3	4 - 6	7 - 12	UNGRADED
Rewards			Used situations involving rewards	Interesting goals Reward for completion Award for accomplishment Activities resulting in praise
Reading			Skim reading Speed reading Stories with which teens can identify Reading of plays to arouse enthusiasm	Read plays
Writing			Creative writing	Much written work

Table I is based on Form 236E.

N = 33

TABLE W
EFFECTIVE COMPONENTS

Grade Level	THERAPEUTIC TEAM	INSERVICE EDUCATION	SUMMER SCHOOL		
			Subject and Activities	Field Trips Supplemental Direct Experiences	Audio-Visual Aids Supplemental Vicarious Experiences
K - 3	DIAGNOSTIC AND REMEDIAL HEALTH AND EDUCATION SERVICES (Letters from institution administrators)	INFORMATION ON AND SENSITIVITY TO PROBLEMS OF NEGLECTED AND DELINQUENT. SPECIALIZED INSTRUCTIONAL TECHNIQUES (Form 236 A, B, C,)	Academic Subject Skills Reading - Phonics drill (236E) Fine and Practical Arts Drawing (236E) Health, Physical Educ., and Recreation Health - Diagnostic Services (letters from institution administrators) Physical Education - Rhythmic Activities (236E) Recreation - Games (236E)	Environmental Familiarization (236E)	Listening Centers (236E) Bulletin Boards (236E) Films (236E) Model of the Ear (Audiometrist Log)
4 - 6			Academic Subject Skills Reading - Word Games (236E) Fine and Practical Arts Arts and Crafts - Projects (236E) Health - Information (Logs)	Food Production and Processing (236E)	Teletrainer (236E) Tape Recorder (236E) Filmstrip (236E)
7-12			Academic Subject Skills Skim, speed; relevant stories; reading of plays (Gates-MacGinitie Reading Tests) Spelling Bee (236E) Creative Writing (236E) Fine and Practical Arts Home Economics - Prepare foods for nutrition (236E) Shop - Projects (236E) Health, Physical Educ., and Recreation Health - Information on maturation care and protection of body. (letters from institution administrators) Physical Education - Body-building (236E)	Occupational (236E) Government and Service Agencies (236E) Recreational, e.g. beach (236E)	Tape Recorder Record Player Wall Charts Films (236E)

AUXILIARY SERVICES DIVISION

Child Welfare and Attandance Branch

CWA - CONVERSATIONAL SPANISH INSERVICE TRAINING COURSE

Auxiliary Services Division

1.00 DESCRIPTION

This component was designed to provide a six weeks intensive conversational Spanish language program for thirty Assistant Supervisors of Child Welfare and Attendance who work in areas populated largely by Spanish-speaking families.

Under the direction of two Spanish-speaking instructors, who are currently employed in the Child Welfare and Attendance Branch, this group received each day six hours of instruction especially planned to develop competence in using a vocabulary selected to meet practical needs. Conventional teaching techniques were supplemented with tape recordings, visitations, and the participation of community residents.

2.00 OBJECTIVES

-To provide inservice education

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

This component was conducted from July 8, 1968 through August 16, 1968.

3.20 Pupils

To test their ability to communicate with Spanish-speaking pupils, the assistant supervisors interviewed approximately twenty pupils from the non-English-speaking classes at Hollenbeck Junior High and Garfield High Schools.

3.40 Activities

3.41 Staff Activities

Thirty staff members, under the direction of two staff instructors, attended classes; used slides, transparencies, films, and tape recordings; and conducted individual interviews with Spanish-speaking pupils and local Spanish-speaking adults.

3.42 Pupil Activities

Approximately 20 pupils from the non-English-speaking classes at Hollenbeck Junior High and Garfield High Schools volunteered to participate in interviews for the practical experience of staff members and to offer constructive criticism.

4.00 EVALUATION

4.10 Design

The component objectives were evaluated according to the following defined variables: participant, leader, community representative, and professional expert ratings of fluency in Spanish and ratings of component effectiveness.

The following instruments were designed to collect information on the variables:

-Form 243A, Diagnostic Test of Conversational Spanish

-Form 243B, Oral Diagnostic Test of Conversational Spanish

-Form 243C, Evaluation Checklist

-Form 243D, Workshop Evaluation Form

4.20 Attainment of Objectives

4.21 Objective: To provide inservice education.

Based on the pretest scores of the Oral Diagnostic Test, Form 243B, the 30 participants were divided into two ability groups of 13 and 17 with a leader (instructor) for each group. The group of 13 participants had little or no knowledge of Spanish.

Table A shows how the participants rated their progress in the inservice training course. "Increase in participant's Spanish conversational ability" was given a median rating of 3.4 on a 1-4 scale.

TABLE A

PARTICIPANT RATINGS OF INCREASED ABILITY IN CONVERSATIONAL SPANISH

ITEM	FREQUENCY				MEDIAN
	Quite Inadequate 1	2	3	Highly Adequate 4	
Increase in participant's Spanish conversational ability	0	0	16	10	3.4

Table A is based on Form 243D. N = 26

Pre and post scores for the Diagnostic Test of Conversational Spanish (written), Form 243A, were converted by the leaders into ratings of poor (0-40 points), fair (41-80 points), and good (81-100 points). Observations of the pre and post ratings from the Diagnostic Test (written) revealed that of the 29 participants who completed both tests, one retained the rating of good and 28 improved. Of the 28 participants who improved, 22 participant ratings changed to good and six to fair.

On the Oral Diagnostic Test, Form 243B, 11 of the participant ratings improved and 18 ratings showed no change between the pre and post tests. Those ratings that remained the same were the following: 4 poor; 11 fair; and 3 good.

The Oral Diagnostic Test was administered twice to each participant; initially during the first and again during the fifth week of the six-week session. Tapes were used to record each participant's performance on both tests. A professional expert evaluated the tapes and gave ratings of inadequate, adequate, or outstanding for the participant's verbal Spanish and sentence structure (see Form 243C, items 1 and 4). In the professional expert's judgment, all participants improved their abilities in conversational Spanish.

The inservice training course was aided by the voluntary assistance of twenty-one community representatives who spoke Spanish. Eight were adults and 13 were pupils from non-English speaking classes or Neighborhood Youth Corps. Attendance for adult volunteers ranged from two to eight half-day sessions and pupil volunteers from one to three half-day sessions during the six weeks.

Community representatives participated in mock interviews as Spanish-speaking parents or pupils. During these role-playing periods, the assistant supervisors used conversational Spanish to gain information to work with attendance, behavior, or child welfare problems. The community representatives used an Evaluation Checklist, Form 243C, to rate the interviewing performances of the assistant supervisors. Ratings of 54 interviews revealed that 74 percent ranged from adequate to outstanding. Twenty percent of the interviews were judged marginal and six percent inadequate.

4.22 Objective: To identify specific strengths and weaknesses of the project.

Participant attendance was excellent. Twenty-two of the 30 participants attended every session. Seven assistant supervisors missed one day each; one missed 17 days due to illness.

Tables B and C show that median ratings for the "overall effectiveness of the inservice workshop" by participants and community representatives were "highly adequate" (3.7 and 3.5, respectively, on a 1-4 scale). Participant ratings covering all segments of the inservice training course ranged from medians of 3.0 to 3.9, adequate to highly adequate.

On the Workshop Evaluation Form, 243D, the two leaders indicated that the "overall effectiveness of the inservice workshop" was "highly adequate", but they were divided between high and low ratings for course content, time needed for the inservice training course, and assistance in learning provided by community representatives.

TABLE B

PARTICIPANT RATINGS OF SPANISH INSERVICE TRAINING COURSE

ITEM	FREQUENCY Quite Inadequate 1	2	3	Highly Adequate 4	MEDIAN
1. Adequacy of time scheduled for increasing Spanish conversational ability	1	4	7	13	3.5
2. Presentation of lessons	0	0	4	22	3.9
3. Participant interaction	0	2	14	10	3.3
4. Effectiveness of classroom assignments	1	1	9	15	3.6
5. Effectiveness of out-of-class assignments	1	1	12	2	3.0
6. Adequacy of course content	1	1	5	19	3.8
7. Method of evaluating individual progress	1	4	14	6	3.0
8. Workshop leader-participant ratio	1	4	9	12	3.4
9. Increase in participant's Spanish conversational ability	0	0	16	10	3.4
10. Appropriateness of lesson content for school and home contact by CWA worker	0	0	4	22	3.9
11. Assistance in learning provided by community representatives	1	3	18	4	3.0
12. Overall effectiveness of the inservice workshop	1	0	8	17	3.7

Table B is based on Form 243D. N = 26

TABLE C

COMMUNITY REPRESENTATIVE RATINGS OF WORKSHOP EFFECTIVENESS

ITEM	FREQUENCY Quite Inadequate 1	 2	 3	 Highly Adequate 4	MEDIAN
Overall effectiveness of the inservice workshop	0	0	3	3	3.5

Table C is based on Form 243D.

N = 6

Open-end comments by participants citing strengths of the component were mainly commendations for the leaders. Twenty participants stressed the excellence of the leaders' presentations and thoroughness of preparation. Eight participants emphasized that the inservice training course had been effective in teaching them to speak Spanish. Four participants indicated that the leaders and community representatives were excellent models for hearing good Spanish.

Responses in the form of recommendations were elicited from the 26 participants available for evaluation. These were categorized as follows:

CATEGORY	FREQUENCY
Extend or renew the instruction in Spanish on a regular basis during the school year.	21
Put instruction to functional use through extensive conversation with Spanish speaking persons.	15
Reduce hours of instruction from six to four per day.	11
Use audio-visual aids, particularly tapes, for reinforcement in class and at home of knowledge gained.	4
Simplify the instructional materials.	3
Provide individual or special help in weak areas	2
Reduce groups in the inservice training course to eight or fewer persons.	2

Among the comments by participants specifying how to help them become more effective in using conversational Spanish were the following:

> "Some type of total immersion in a Spanish language situation besides the classroom."
>
> "That the class have three groups instead of two."
>
> "It would have helped if more people from the community had been willing to come so we could have conversations with them and hold (more) mock interviews."

> "My small tape recorder was extremely useful and perhaps more use of tapes could help each one."
>
> ". . . I feel I started with so little knowledge of Spanish and moved very far -- far enough to realize I need much more to be fluent enough to function well in the community."
>
> "Field trips or exposure to only Spanish speaking groups. . ."

The two leaders agreed that participants' conversational Spanish would be strengthened through weekly follow-up instruction throughout the school year. The leaders observed that the combination of limited time and ingrained English language habits of participants conflicted with the learning of Spanish readily.

Community representatives and leaders noted that with more publicity of the program in the Spanish speaking community, the need for additional community representatives would have been met.

4.30 Outcomes

Near the close of the course, community representatives rated 31 of 54 mock interviews held with participants as "adequate" or better whereas three were rated "inadequate".

The leaders noted 26 of 30 participants as having adequate or better ability in Spanish fluency at the close of training. Four who were judged poor initially retained the same rating.

Ratings of fluency provided by the professional expert and the participants themselves indicated that most of the CWA assistant supervisors had increased their Spanish conversational ability.

Twenty of 25 participants (80 percent) strongly endorsed the inservice training course and the ability of the leaders, as evidenced by open-end comments.

Each of the 21 community representatives was available for an average of two half day sessions to aid the 30 participants in practicing conversational Spanish.

5.00 CONCLUSIONS

Overall ratings and comments by the participants indicated feelings of accomplishment and satisfaction with the component.

Leaders, community representatives, and the professional expert indicated that the participants had improved their ability to obtain child welfare and attendance information in conversational Spanish.

The program was hampered because there were not enough hours of practice with community representatives.

6.00 RECOMMENDATIONS

Recruit more Spanish speaking volunteers to participate in the program.

Provide many out-of-class activities allowing much practice with Spanish speaking persons.

For subsequent Spanish inservice training courses during the summer, increase the number of weeks of instruction and decrease the length of daily sessions.

Provide language tapes for the participants for reinforcement in and out of class.

Substantially decrease teacher-participant ratio in order to increase the extent of individual instruction.

Renew inservice training in Spanish conversation on a regular basis throughout the school year.

ESEA Auxiliary Services Design #243

COMPONENT: CWA - Conversational Spanish Inservice Training Course

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To provide inservice education	Ratings of fluency in Spanish	Diagnostic Test of Conversational Spanish (243A)	Workshop participants will be Child Welfare and Attendance personnel who need help in contacting Spanish speaking pupils and parents.
		Oral Diagnostic Test of Conversational Spanish (243B)	Pretest scores will determine class grouping. A comparison of pre and post scores will reflect degree of change.
		Evaluation Checklist (243C)	An assessment made by community representatives of fluency.
			Tapes of the Oral Diagnostic Tests judged by professional experts using items 1 and 4 of Form 243C.
		Workshop Evaluation Form (243D)	Self assessment and leader assessment of the increase in participant's Spanish conversational ability (Item 9).
To identify specific strengths and weaknesses of the project	Ratings	Workshop Evaluation Form (243D)	An assessment at the close of the workshop by participants, leaders, and community representatives.

PROJECT NAME CWA - Conversational Spanish Inservice Training Course Code 243

Beginning date July 8, 1968 Ending date August 16, 1968

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded		
TOTAL		

NUMBER OF ADULT PARTICIPANTS

School Personnel	32
Parents	0
Community Personnel	21 (8 adults and 13 minors)

PROJECT COST $33,718.00

ADDENDUM B

243

DIVISION OF INSTRUCTIONAL PLANNING AND SERVICES

MULTICULTURAL LEADERSHIP

Division of Instructional Services

1.00 DESCRIPTION

This component provided pupils of different ethnic backgrounds an opportunity to explore problems in human relations, engage in leadership training sessions, and participate in recreational activities. Conferences were held at the University of California at Riverside for pupils of grades 9 through 12 and at the Times Training Center, Boy Scout Firestone Reservation in Brea Canyon, for pupils of grades six through eight. Two three-day sessions were scheduled weekly for eight weeks with each group averaging 105 pupils at the Riverside site and 75 at the Brea location. Pupils from both public and nonpublic schools were selected to represent various ethnic groups in the community. Seventeen staff members and the rotating student groups were housed at each site: a dormitory facility at the University and camp room facilities at the Boy Scout Reservation. Both staff and students represented diverse ethnic backgrounds.

2.00 OBJECTIVES

- -To change in a positive direction attitudes toward other ethnic groups through multicultural experience
- -To provide cultural enrichment
- -To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

This component was conducted from June 19, 1968 through August 16, 1968 at the University of California, Riverside, and from June 19, 1968 through August 21, 1968 at the Boy Scout Firestone Reservation, Brea. Pupils represented 37 elementary schools, 75 junior high schools, 45 senior high schools and 39 nonpublic schools.

3.20 Pupils

Guidelines for the selection of pupils stressed the importance of choosing indigenous (potential) leaders rather than elected student body officers. Delegates reflected the ethnic ratios of the schools. Approximately 2473 public school pupils in grades 6 through 12 participated in this component.

3.30 Nonpublic School Pupils

Approximately 384 pupils from nonpublic schools participated in this component.

3.40 Activities

3.41 Staff Activities

Inservice education sessions were conducted prior to and during the first week of the leadership conferences to orient the staff regarding materials and methods used. Evaluations were held weekly at staff conferences before or after the departure of pupils. Schedules and program specifics were modified in accordance with the evaluations. Staff activities included conducting leadership training sessions for selected pupils, organizing small discussion groups, training and guiding discussion leaders, acting as resource experts in human relations discussions, and organizing and supervising recreational activities. Office of Urban Affairs staff members assigned to human relations activities participated in a preservice training conference.

3.42 Pupil Activities

Activities included: group discussions as leaders and members; participation in leadership training sessions, including "brainstorming", role-playing, "glass bowl", "triads" and other problem-solving techniques; and planning and participating in culmination presentations which dramatized in paint, poetry, song, pantomime, choral reading, or sketch, the multicultural theme of the component.

Pupils at Brea visited a nature museum and heard a lecture by a camp ranger. At Riverside, the delegates heard a university official discuss college life, attended a lecture by a regular staff member on his Peace Corps experiences, and witnessed a science demonstration. Recreation included a picnic, group singing, swimming, roller-skating (Brea component), various other sports activities, dancing, and quiet games.

3.60 Personnel and Logistical Problems

Lateness of funding presented a critical problem in hiring of staff, invitations to schools, ordering of supplies, and signing of contracts.

At the Brea site, the menu provided by an outside caterer was at times unattractive to school age groups. Maintenance of the facilities, including the swimming pool, was unsatisfactory. It became necessary for the component staff to maintain satisfactory standards. This additional responsibility took time and energy from normal duties.

Staff quarters at the Brea site were inadequate for a maximum program. Distance and residence requirement made it difficult to secure qualified women for the staff. The large number of schools participating in the program created problems in disseminating information and scheduling of transportation.

Though attendance at the leadership workshop was encouraged, pupils attending regular summer school were reluctant to miss classes during the three day conference period.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: ratings by staff and pupils.

The following instruments were designed to collect information on the variables:

- -Form 268A, Student Evaluation
- -Form 268B, Staff Evaluation

4.20 Attainment of Objectives

4.21 Objective: To change in a positive direction attitudes toward other ethnic groups through multicultural experience.

An evaluation sample of 700 pupils was selected from the 3050 participants, 263 from Brea and 437 from Riverside. Items appropriate to the above objective are shown in Tables A, B, and C. Not all pupils rated each item. Ratings for all items were favorable with minor differences. "Meeting students from other areas of the city" received the highest median rating from both groups. Favorable ratings were given to "Meeting students of other ethnic groups" and "Recreation with other ethnic groups". "Discussions of school problems" received the lowest rating, yet was still assessed as favorable.

TABLE A

PUPIL RATINGS OF MULTICULTURAL ACTIVITIES - RIVERSIDE

ITEM	FREQUENCY Unfavorable 1	 2	 3	 Favorable 4	MEDIAN
2. Recreation with other ethnic groups	2	13	107	309	3.8
8. Discussions of different cultures	8	30	126	247	3.7
11. Meeting students from other areas of the city	0	9	53	372	3.9
14. Discussions of school problems	12	50	139	221	3.6
15. Discussions of community problems	7	26	143	240	3.6
16. Meeting students of other ethnic groups	1	9	70	352	3.9

Table A is based on Form 268A. N = 437

TABLE B

PUPIL RATINGS OF MULTICULTURAL ACTIVITIES - BREA

ITEM	FREQUENCY				MEDIAN
	Unfavorable			Favorable	
	1	2	3	4	
2. Recreation with other ethnic groups	1	6	41	215	3.9
8. Discussions of different cultures	2	10	82	156	3.7
11. Meeting students from other areas of the city	3	2	22	236	3.9
14. Discussions of school problems	6	23	107	105	3.4
15. Discussions of community problems	4	11	101	134	3.6
16. Meeting students of other ethnic groups	1	4	35	219	3.9

Table B is based on Form 268A. N = 263

TABLE C

PUPIL RATINGS OF MULTICULTURAL ACTIVITIES - BOTH GROUPS

ITEM	FREQUENCY				MEDIAN
	Unfavorable			Favorable	
	1	2	3	4	
2. Recreation with other ethnic groups	3	19	148	524	3.8
8. Discussions of different cultures	10	40	208	403	3.7
11. Meeting students from other areas of the city	3	11	75	608	3.9
14. Discussions of school problems	18	73	246	326	3.5
15. Discussions of community problems	11	37	244	374	3.6
16. Meeting students of other ethnic groups	2	13	105	571	3.9

Table C is based on Form 268A. N = 700

Participants at Riverside were asked to indicate what they had learned about their attitudes toward members of other ethnic groups. Representative comments are enclosed in parentheses. Thirteen percent of the respondents indicated they were unprejudiced before the session at Riverside. However, many of these felt they still had things to learn about other ethnic groups and/or could implement what they had learned. ("All this program did was give me a time and place to exercise my non-prejudices.") An additional three percent went even further and said they came to Riverside with affection and respect for other ethnic groups. ("I have always enjoyed people of other ethnic groups and become unhappy when they do not enjoy me.") Four percent did not know until Riverside to what extent they had been unprejudiced. ("I had a chance to see if I was really unprejudiced, like I keep telling myself I am.")

Seven percent, while giving no indication of their attitudes toward other ethnic groups, nevertheless said they had learned a great deal through contact with them . ("My general attitude hasn't changed, but I have learned more about other people's attitudes.") Five percent simply stated that the prejudice they had when they came to Riverside was substantially reduced there through ethnic contacts. ("I feel that my attitude is much better toward other races than before.") Four percent revealed residual prejudice, but three fifths of these felt susceptible to further improvement in attitude. ("I am a little prejudiced, but I can fight it with a little more ammunition.") Three percent did not experience a change in their unstated attitude because frequently they had previously attended similar conferences.

Many respondents spoke of what they had learned from contacts with members of other ethnic groups rather than of what they had learned about their own attitudes towards those members. Of these, 11 percent learned that differences among the races are only superficial. ("These people think and act like us. Their motives may be somewhat different but in all they mean the same thing."); nine percent, that living with other races can destroy misconceptions ("I have been guilty of stereotyping and now I have learned that it. . . .prevents one from really getting to know and understand members of other ethnic groups."); seven percent, that living with other races can lead to understanding and respect ("I learned to appreciate and understand them more."); another seven percent, that ease and rapport with other races can grow out of close association ("I learned that I am not uneasy any more around them."); six percent, that people should be judged as individuals, not as members of races ("I have learned that every person is an individual . . .and that we should not judge him by . . .his skin color."); and another six percent, that one can make friends easily and profitably with members of other races. ("I can't describe the satisfaction I now have of knowing that everyone can have fun together and learn together.")

Participants at Brea were also asked to indicate what they had learned about their attitudes toward members of other ethnic groups. Whether through misunderstanding or carelessness, many respondents to the question did not answer directly. Generally, however, their responses were encouraging.

Almost 33 percent of the responses revealed that because of contacts with pupils of other races, the respondent felt more compatible with them, primarily as a result of having a better understanding and/or enjoying the association.

A sample comment was:

> "I have learned that white people are a lot of fun to talk to and to play with."

Over 40 percent suggested that contacts erased misconceptions, such as respondents discovering that differences are skin deep and that other races are nice and deserving of respect. One student noted:

> "They are human just like ourselves and they are just as nice."

> "My attitude basically changed towards the better."

Approximately 20 percent indicated that contacts with other ethnic groups confirmed or revealed original attitudes, generally in the sense that a previous lack of prejudice was borne out by this experience, or some undefined attitude was unchanged.

> "I've never been prejudiced but this really helped me to see why."

> "No change of attitude."

4.22 Objective: To provide cultural enrichment

Certain activities of the program were classified as enrichment experiences and were rated by both groups. A speech entitled "Human Relations in Indonesia" was delivered to the group at Riverside by a staff member who had served in the Peace Corps in Indonesia. The group also viewed a science demonstration. Ratings by Riverside participants are shown in Table D. Ratings by pupils at Brea are shown in Table E. The combined ratings of both groups are shown in Table F.

The speech on Indonesia received the most favorable rating from participants at Riverside. Learning about leadership techniques received the highest rating at Brea. The combined ratings indicate that the problem-solving sessions were well received.

TABLE D

PUPIL RATINGS OF ENRICHMENT ACTIVITIES - RIVERSIDE

ITEM	FREQUENCY Unfavorable 1	 2	 3	 Favorable 4	MEDIAN
6. Problem-solving sessions	6	34	169	216	3.5
7. Tour of the area	37	57	89	53	2.8
13. Learning about leadership techniques	15	42	184	160	3.3
18. Science activity (Riverside only)	17	37	140	219	3.6
19. Lecture on Indonesia (Riverside only)	17	19	66	199	3.7

Table D is based on Form 268A. N = 437

TABLE E

PUPIL RATINGS OF ENRICHMENT ACTIVITIES - BREA

ITEM	FREQUENCY Unfavorable 1	 2	 3	 Favorable 4	MEDIAN
6. Problem-solving sessions	4	13	76	166	3.7
7. Tour of the area	6	21	37	45	3.2
13. Learning about leadership techniques	1	8	80	171	3.7

Table E is based on Form 268A. N = 263

TABLE F

PUPIL RATINGS OF ENRICHMENT ACTIVITIES - BOTH GROUPS

ITEM	FREQUENCY Unfavorable 1	 2	 3	 Favorable 4	MEDIAN
6. Problem-solving sessions	10	47	245	382	3.6
7. Tour of the area	43	78	126	998	2.9
13. Learning about leadership techniques	16	50	264	331	3.5

Table F is based on Form 268A. N = 700

Pupils at Riverside were asked to respond to the question, "How would you make use of the experiences gained from this program in your school?" Fifty-two percent of the comments indicated the respondents intended using their experiences to reduce barriers between people at their school. Of the 204 comments so oriented, 141 narrowed to improving ethnic relations: 74 by educating others in multicultural understanding ("My parents are planning to move to the Valley. If anyone talks against any race, I shall try and straighten them out and show that their ideas are wrong."), 39 by working through a human relations club or class ("I am going into high school and if my school doesn't have human relations clubs, I'll start getting people interested in forming one and maybe meet with other school's clubs."), 17 by being friendly and accommadating toward other races ("I go to a predominantly White school and the Negroes there seem uncomfortable. I think by making friends with them I would be having fun and putting them at ease."), and 11 by encouraging intercultural contacts ("Try to get more people of different races to come to our dances.").

The other 63 (of the 204 barrier - reducing) comments involved the respondents' striving to be friendly and accommodating toward people in general ("I'm going to say 'Hi' to lots of other people I don't know."), promoting communication between generations and togetherness in an insular society ("I think I can go home and tell my friends that someone really cares about today's teenagers."), and being more understanding of other people or achieving objectivity in contact with them ("I wouldn't judge a person by his physical appearance, but always listen to what he may have to say.").

Twenty-three percent of the responses involved telling others about Riverside experiences and concepts. ("Relate my experience to friends and relatives and teachers in school classrooms and meetings, and stress points brought out in this conference.") Eight percent intended interesting others in attending a Riverside conference. ("Tell other people about it and get them interested in it so they will want to go next time.") Seven percent envisioned duplicating the Riverside program at their school. ("I would like to have a program like this on the school level inviting many schools.")

Eight percent planned on exploiting an enhanced potential for leadership. ("I think that next semester I will try to get into student council so that something could be done about the problems there.") Six percent intended working actively for improvements in school and/or students.

Pupils at Brea also were asked to respond to the question, "How would you make use of the experiences gained from this program in your school? More than 25 percent of the respondents envisioned using their experiences to increase harmony among fellow students, principally through fostering friendly contacts and by referring to camp experiences during conversations. Representative comments included:

> ". . stop hanging around with the same group and make friends with other races."
>
> "By telling my friends that there really isn't any big difference in people from different races and how everyone got along together."

Another 25 percent hoped to enrich the school program, mainly by introducing ideas and techniques learned at camp and by organizing discussions and conferences comparable to those at camp. Sample statements were:

> "I shall preach the things I have learned."

> "Up here you solve the problem without violence."

> "Schools should have more conferences and discussions of other races."

Seventeen percent wanted to vitalize student leadership either through setting an example as a leader or by encouraging others to lead. Participants noted:

> "Well I could show leadership which I think I have learned."

> "Start clubs for other people who might be leaders."

Fifteen of the 238 respondents intended to effect self-improvement by becoming more outgoing and by meeting their problems squarely. Their statements included:

> "I won't be as shy as I used to be in school . . . ."

> "Sensitivity training helped me to realize my faults which I have learned is the first step towards overcoming them."

Fourteen respondents meant to relate better to other people by cultivating their friendship and by helping them solve their problems. Sample comments were:

> "I can make friends better because now I know what to do and how to act."

> "By helping friends with their problems."

Ten planned to promote the program itself through recruiting participants or urging its expansion. They wrote:

> "Get more people to come," and

> "They should have this program during school days not just in summers."

Eight expected to upgrade their achievement in school by using newly learned intellectual disciplines or by exercising good judgment. Two sample comments were:

> "If I join a debating team, I will know how to brainstorm and how to criticize without hurting people."

> "I will be more mature in all my ways and I will get along better."

4.23 Objective: To identify specific strengths and weaknesses of the project.

Certain items in the pupil questionnaire related to routine aspects of the program. Responses are shown in Tables G and H. Ratings for all items showed a favorable reaction by both groups to the procedural aspects of the component. The ratings for quality of meals were not as high as for other routine aspects. Operating staff, however, became aware of problems at Brea early in the summer and made improvements at that location, which was new this year. The food at Riverside was similar to that served regular college student residents.

TABLE G

PUPIL RATINGS OF ORGANIZATION - RIVERSIDE

ITEM	FREQUENCY Unfavorable 1	 2	 3	 Favorable 4	MEDIAN
1. Rules and regulations	14	40	241	139	3.2
3. Discussion leaders	10	14	106	301	3.8
4. Quality of meals	23	73	190	149	3.1
5. Orientation sessions	11	44	202	163	3.3
9. Adequacy of housing	3	10	88	334	3.9
10. Daily time schedule	20	65	190	160	3.2
12. Adult supervision	12	30	147	245	3.6
17. Final group presentations	6	20	118	212	3.7

Table G is based on Form 268A. N = 437

TABLE H

PUPIL RATINGS OF ORGANIZATION - BREA

	ITEM	FREQUENCY Unfavorable 1	2	3	Favorable 4	MEDIAN
1.	Rules and regulations	7	12	141	99	3.3
3.	Discussion leaders	0	3	34	223	3.9
4.	Quality of meals	25	41	127	69	3.0
5.	Orientation sessions	6	22	110	122	3.4
9.	Adequacy of housing	12	28	88	133	3.5
10.	Daily time schedule	17	37	112	97	3.2
12.	Adult supervision	5	9	71	176	3.8
17.	Final group presentations	0	5	66	190	3.8

Table H is based on Form 268A. N = 263

Participants at Riverside were asked to respond to the question, "What could be done to improve this program?" Thirty-three percent of the 534 multiple responses from 403 respondents suggested that the program be expanded through longer sessions (159), larger enrollments at each session (12), or additional sessions (4). One pupil said, "I think these conferences should be lengthened to a week . . ., have more meetings, and really try to bring our feelings out."

Thirteen percent of the responses called for a less restrictive time schedule, particularly in wanting a later time for going to bed and/or getting up (23), more free time (17), and less rigid timing of activities (17).

Twelve percent either saw no need for improvement (53) or could not think of anything to suggest (10). One participant noted, "I think this program is pretty nearly perfect, and I can think of no real significant point which would bring a vast improvement."

Another twelve percent felt the discussions would be more profitable if there were an increase in their number and/or duration (10), a decrease in the size of the groups (10), better participation by the full membership of each group (8), delineation of topics beforehand (7), and shifts in group membership (6). A representative comment was, "Have each discussion group have different people each session, so that you will get to meet and know everybody's ideas."

Eight percent asked for changes in activities such as an increase in recreation, particularly events involving music, free access to the total campus, more activities, modification of the science program, and a stronger focus on leadership training.

Five percent wanted changes in the degree of supervision, particularly fewer restrictions after hours in dorms. Another five percent foresaw improving the program by circulating a prospectus to provide publicity and to brief participants. Still another five percent requested an improvement in the food (17) and in the comfort and convenience of facilities (8).

Participants at Brea also were asked to respond to the question, "What could be done to improve this program?" Of the 261 youngsters responding to this question, 60 asked that the stay at camp be lengthened. Sixteen were satisfied with the existing program and had no suggestions for improvement.

Of the 300 suggestions for improvement, 87 pertained to recreation. Of these almost half called for more time for existing activities, with the stress on hiking and swimming. A fourth requested additional activities, principally night swimming and team games. The remaining fourth wanted better facilities (bigger pool, improved team sport areas) and more equipment (primarily television).

Forty-nine suggestions pertained to the hourly schedule. Almost half of these urged a later bedtime, whereas an eighth wanted an earlier one or at least more sleep. A fourth asked for a more relaxed pace, allowing time to pursue individual interests.

Forty-three suggestions spoke of food, primarily that it be improved.

Thirty-two suggestions involved rules and supervision. Twenty-five called for greater relaxation; seven, increased stringency.

Another thirty-two suggestions pointed to accommodations, with 34 percent of these requesting facilities for more participants; 20 percent, insect control; and 17 percent, air conditioning.

The staff was asked to evaluate the program by ratings and by on-the-spot observations of pupil change. The responses of the Riverside staff are shown in Table I. The highest median ratings (3.3 to 3.8) were given to the selection of the location and its physical facilities. The lowest rating was given to inservice preparation of the staff.

The responses of the Brea staff are shown in Table J. The highest median ratings (3.3 to 3.5) were given to the effectiveness of the program in assisting pupils to increase the following: sensitivity to problems in human relations, tolerance for other ethnic groups, and appreciation of different cultures. The lowest median ratings (1.2 and 1.4) were given to "selection of location" and "general physical facilities." "Inservice preparation of program staff" also received a low rating (1.8).

TABLE I

STAFF EVALUATION - RIVERSIDE

ITEM	FREQUENCY				MEDIAN
	Not Effective 1	2	3	Very Effective 4	
Please rate how effective you feel this program has been in assisting students to:					
Increase their sensitivity to problems in human relations	0	0	3	7	3.8
Increase their appreciation for different cultures	0	0	6	4	3.3
Increase their tolerance for other ethnic groups	0	0	3	7	3.8
Please rate how effective the program was in terms of:					
General planning	0	1	4	5	3.5
Time scheduling of activities	0	2	4	4	3.3
Selection of staff personnel	0	3	6	1	2.8
Selection of location	0	0	1	9	3.9
General physical facilities	0	0	1	9	3.9
Inservice preparation of program staff	1	6	3	0	2.2
Help provided staff by supervisors	0	0	6	4	3.3
Clarity of program objectives	0	4	5	1	2.7
Clarity of means to attain objectives	0	5	4	1	2.5

Table I is based on Form 268B. N = 10

TABLE J

STAFF EVALUATION - BREA

ITEM	FREQUENCY Not Effective 1	 2	 3	 Very Effective 4	MEDIAN
Please rate how effective you feel this program has been in assisting students to:					
Increase their sensitivity to problems in human relations	0	1	7	8	3.5
Increase their appreciation for different cultures	0	0	10	6	3.3
Increase their tolerence for other ethnic groups	0	1	9	6	3.3
Please rate how effective the program was in terms of:					
General planning	0	4	10	2	2.9
Time scheduling of activities	0	4	11	1	2.9
Selection of staff personnel	0	1	12	3	3.1
Selection of location	9	4	3	0	1.4
General physical facilities	11	4	1	0	1.2
Inservice preparation of program staff	6	7	3	0	1.8
Help provided staff by supervisors	4	4	6	2	2.5
Clarity of program objectives	0	3	9	4	3.1
Clarity of means to attain objectives	0	7	7	2	2.6

Table J is based on Form 268B. N = 16

The staff at both sites cited evidence of change in pupil attitudes toward other ethnic groups. Representative comments included:

> "A Negro girl expressed her surprise and satisfaction when, on the second day, white girls were coming to talk their problems over with her."
>
> "Several groups of teenagers have met together after they left the conference. One group made plans for a tour of Watts, while another has plans to attend the Watts festival."
>
> "More than one student has admitted that his attitudes have changed."
>
> "After one or two group discussions the barriers are broken and by the time they leave they are really mixing and fellowship is readily in evidence."

Other favorable comments related to the following:

- -Opportunity for pupils to exercise leadership skills as group chairman, talent show organizers, and planners of final presentations
- -Awareness, understanding, sensitivity to other ethnic groups
- -Community living and joint recreation

Recommendations by staff included:

- -Continue the component during the school year on weekends.
- -Hold more staff conferences to clarify objectives and procedures.
- -Schedule more intensive preservice orientation of staff members including a pupil-free day at the camp location.
- -Change the location from Brea to more suitable facilities.
- -Eliminate sixth grade participation.
- -Increase the ratio of minority to non-minority pupils at Brea.

4.30 Outcomes

Pupils gave high median ratings for questionnaire items related to favorable attitudes toward other ethnic groups.

Highest ratings were given to meeting students from other areas of the city and other ethnic groups.

The problem-solving sessions received the highest rating among enrichment activities.

Discussion leaders received highly favorable ratings.

The most frequest comment related to extending each session.

Staff members and pupils rated the housing and general physical facilities at Riverside as very favorable.

Most pupils at Brea desired a modification of tight scheduling and an increase in time allotted to physical activities.

The Brea location and physical facilities received a "not effective" rating from the staff.

5.00 CONCLUSIONS

Pupils from grades 6-12 reflected strong positive feelings for program experiences that provided direct interchange with their peers of various cultures.

Many pupil reactions indicated that there was sufficient impact from the experience to initiate individual behavioral and attitudinal changes relative to other ethnic groups.

Enrichment activities were favorably received.

Staffing and routine procedures were adequate.

The Brea staff agreed that their site and facilities were inadequate.

Staff members were supportive of the component.

6.00 RECOMMENDATIONS

Utilize this year's experiences at Brea to improve quality of meals during future summers at that site.

A schedule of activities more suitable for the younger pupils should be devised.

Consider expanding the allotment for free time at the Brea location.

Consider eliminating the sixth grade from the Brea component.

Seek a more adequate site and facilities for the component serving the younger group.

Consider implementation of a year-round program of weekend conferences of a similar type.

Continue the component.

ESEA Division of Instructional Services Design #268

COMPONENT: Multicultural Leadership

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To change in a positive direction attitudes toward other ethnic groups through multicultural experience	Pupil and staff ratings	Student Evaluation (268A) Staff Evaluation (268B)	An assessment of pupils in 9 representative groups. An assessment by staff once during the eight-week period
To provide cultural enrichment			
To identify specific strengths and weaknesses of the project	Pupil and staff ratings	Student Evaluation (268A) Staff Evaluation (268B)	

PROJECT NAME Multicultural Leadership Code 268

Beginning date June 19, 1968 Ending date August 21, 1968

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6	243	63
7	270	89
8	432	68
9	450	41
10	320	37
11	429	47
12	329	39
Ungraded		
TOTAL	2473	384

NUMBER OF ADULT PARTICIPANTS

School Personnel	18
Parents	
Community Personnel	5

PROJECT COST $ 91,000

OFFICE OF URBAN AFFAIRS

HUMAN RELATIONS TRAINING PROGRAM

Office of Urban Affairs

1.00 DESCRIPTION

The component was designed to assist staffs of secondary schools to prepare for changes in ethnic composition of future pupil enrollment. The basic approach for implementing the design was through use of small discussion groups. Human and intergroup relations, community relations, and communication skills served as areas for emphasis. Participants included administrators and selected staff of the schools involved, principals of feeder elementary schools, plus representatives of the respective communities.

2.00 OBJECTIVES

-To provide inservice education

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

The component involved three senior high schools and four junior high schools and extended from July 15, 1968 through August 23, 1968. One week-end conference for personnel from the schools in transition was held at the University of California at Riverside from August 9-11, 1968.

3.40 Activities

3.41 Staff Activities

Organizational and planning committees made up of administrators, teachers and resource people from the Office of Urban Affairs met and planned the agenda and details for the Riverside conference.

Nine conference discussion leaders, consisting of five teachers and four Urban Affairs staff members, were given three hours of preservice training in group dynamics and discussion techniques.

Conference discussions among school and community personnel focused on the types of human relations activities that could be implemented at the respective schools for pupils, parents and community groups, and school staff. In addition, meetings of individual school representatives developed summaries for all the schools involved.

3.60 Personnel and Logistical Problems

Due to commitments made prior to the late funding of the component, chief administrators of the seven secondary schools were unable to attend the conference. In some instances, vice-principals represented their absent superiors.

Response by conference participants to the evaluation instrument was limited due partially to the fact that completion and submission was permitted by mail rather than mandated as a final item on the conference agenda.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: participant ratings of conference effectiveness and participant ratings of special conference activities.

The following instrument was employed to collect information on the variables:

-Form 283A, Staff Evaluation

4.20 Attainment of Objectives

4.21 Objective: To provide inservice education.

4.22 Objective: To identify specific strengths and weaknesses of the project.

At the completion of the conference, participants were requested to return by mail a questionnaire designed to rate the effectiveness of the conference. Fifty-five of 101 participants responded to this request.

Table A reveals the participant ratings of 13 items included in the conference agenda. On a four point rating scale, (very ineffective to very effective), with one exception, all ratings were above a theoretical median of 2.5. The one item receiving a low rating related to the problem of stabilizing residential patterns in the school community. Many participants either did not perceive this problem as relevant to the concerns of the conference or did not feel this area was covered in group discussion.

TABLE A

PARTICIPANT RATINGS OF CONFERENCE ACTIVITIES

	FREQUENCY					
ITEM	Doesn't Apply 0	Very Ineffective 1	2	3	Very Effective 4	MEDIAN
How do you rate the information gained from this conference for helping the school staff to:						
1. Involve students in the total school program?	1	1	7	28	18	3.2
2. Improve teacher acceptance of students?	0	5	6	23	21	3.2
3. Improve communication with the parents of incoming students?	0	1	10	23	21	3.2
4. Promote the assimilation of students in all aspects of the school program?	0	2	8	34	11	3.0
5. Quell rumors and over-reactions to stress situations?	3	3	8	26	15	3.2
6. Promote staff acceptance of integration?	2	4	9	22	18	3.1
7. Communicate factual and positive information about schools?	2	2	5	29	17	3.2
8. Promote recognition in the school of contributions of all ethnic groups?	5	5	10	20	15	3.0
9. Initiate or strengthen the Citizens' Advisory Committees in the schools?	1	5	11	26	12	2.9
10. Improve student-faculty coordination of human relations activities?	0	2	7	31	15	3.1
11. Stabilize the residential patterns in the school community?	19	16	9	10	1	1.7
12. Resolve intergroup conflicts?	3	7	15	21	9	2.7
13. Involve students in real decisions regarding school policy, rules and regulations?	6	3	12	22	11	2.9

Table A is based on Form 283A. N = 55

Table B, which reflects the participants' feelings about the overall value of the program, plans for school implementation, and understandings gained, showed generally higher ratings than those accorded to specific areas of discussion.

TABLE B

PARTICIPANT RATINGS OF CONFERENCE EFFECTIVENESS

ITEM	FREQUENCY Doesn't Apply 0	Very Ineffective 1	2	Very Effective 3	4	MEDIAN
Please rate:						
14. The overall effectiveness of The conference presentations and discussions.	0	3	2	18	32	3.6
15. The practicality of plans suggested for immediate implementation in your school.	1	2	4	22	26	3.5
16. The contribution of the program to your understanding of human relations.	0	3	5	17	30	3.6

Table B is based on Form 283A. N = 55

Comments by participants regarding discussion topics were categorized as positive, negative or indirectly related. Some individuals made multiple comments.

Illustrative of the positive category were:

"The most effective programs proposed dealt with staff and community."

"The best thing that came out of the conference was insight into myself and my relations with black men and children."

"Formal and informal discussions on general subjects were excellent."

"Group leaders did well in making the issues vital."

Illustrative of the negative category were:

"Student participation in 'real decisions' was barely touched upon."

"More discussions on all items at regular intervals are needed by persons involved in this group conference."

"Leaders were more concerned with content - and their views on content - than on the dynamics of discussion leadership."

Indirectly related:

> "The effectiveness of this type of meeting can only be measured by the motivation incurred by the participants and that remains to be seen."

Responses to: "Do you feel that the issues were adequately explored?" were 80 percent affirmative and 20 percent negative.

Conferees were asked to list topics or discussion areas which they felt should have been included in the program. Twenty-three discussion topics were mentioned, but only the following were suggested as topics two or more times each: Militant Groups (4), Mexican-Americans and Orientals (4), Attitudes on Bussing Children (3), and Teacher Attitudes and Prejudices (3). Five participants stated that the topics of the conference were adequate or comprehensive.

To the question, "Do you feel that participation at the conference was free and open for all members?", over 90 percent of those responding (48 of 52) rated the conference to be free and open for all members. However, in open-end comments 20 percent of all respondents qualified their judgments. Negative criticisms were directed toward a few individuals "taking over" the discussions and a leader imposing his own view on the group. The majority opinion, however, held that the discussions were frank, honest, and open. Four participants felt that all teachers should experience such a conference. Two elementary principals in attendance felt that this type of conference would be helpful for their elementary staffs.

4.30 Outcomes

Fifty-four percent of the conferees participated in the evaluation.

The conference provided the staff from the seven secondary schools and participating community representatives background information and a chance to discuss human relations problems.

Respondents rated all agenda topics discussed except one as helpful to the school staff. Information about stabilizing the residential patterns in the school community was rated of least value to the school staffs present. However, many participants rated this topic "doesn't apply."

Eighty percent of the participants responding judged the issues to be adequately explored.

Over 90 percent of those responding rated the conference to be free and open for all members. Twenty percent of these qualified their answers with open-end comments.

Overall median rating of the effectiveness of the program was 3.6 on a one to four rating scale (very ineffective to very effective.)

5.00 CONCLUSIONS

Participant-respondents felt that information and insights gained at the conference were helpful in readying them for changes in the schools' ethnic composition.

Free and open discussions contributed to adequate exploration of issues.

6.00 RECOMMENDATIONS

Establish follow-up workshops for staff, students and parents at each of the boundary-change schools.

Evaluate the effectiveness of conference suggestions implemented at schools represented.

Provide exposure to human relations problems to broader segments of the teaching staff.

Impress upon conference leaders the critical importance of allowing adequate time at the conference for the completion of evaluations forms.

ESEA Urban Affairs Design #283 COMPONENT: Human Relations Training Program

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To provide inservice education	Ratings	Staff Evaluation (283A)	Personnel from schools about to undergo ethnic population shifts because of approved boundary changes.
To identify specific strengths and weaknesses of the project	Ratings	Staff Evaluation (283A)	Assessment at the end of the training sessions by teachers, counselors, administrators and community representatives.

PROJECT NAME Human Relations Training Program Code 283

Beginning date 7-15-68 Ending date 8-23-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded		
TOTAL		

NUMBER OF ADULT PARTICIPANTS

School Personnel	101
Parents	19
Community Personnel	7

PROJECT COST $24,000.

DEVELOPMENT OF CURRICULUM
FOR EDUCATION AIDES III

OFFICE OF URBAN AFFAIRS

1.00 DESCRIPTION

The component was designed to develop an informative handbook, primarily for the use of Education Aides. A secondary purpose was to provide a ready reference to all others involved in the aide program.

A committee of nine members chaired by a consultant and consisting of experienced aides, teachers, and administrators at all operational levels was appointed to write the handbook.

An editor, provided by the Office of Urban Affairs, was responsible for preparing the handbook materials for publication.

2.00 OBJECTIVES

-To develop a handbook for participants in the Education Aides program.

-To identify specific strengths and weaknesses of the project.

3.00 IMPLEMENTATION

3.10 Duration of the Component

Community Action Program Office served as the work station for the completion of the handbook between June 17, 1968 and August 30, 1968. Evaluation of the handbook is planned for 1968-69.

3.40 Activities

3.41 Staff Activities

The committee reviewed research in the field and shared background information on the total program.

It divided into subcommittees as an efficient means of organization. Individuals elected to participate in the areas in which they were most knowledgeable. Each committee member participated in the planning, evaluation, and writing of content material.

Handbook sections developed by subcommittees in a series of five meetings were submitted to the committee of the whole for scrutiny and revision.

An Office of Urban Affairs representative reviewed, edited, and developed a format for the first formal draft of the handbook.

Committee members provided additional reactions and revisions to the edited version.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: committee reactions to content of the handbook and reactions to strengths and weaknesses of the project.

The following instrument was designed to collect information on the variables:

- Form 284A, Questionnaire for Handbook Committee

4.20 Attainment of Objectives

4.21 Objective: To develop a handbook for Education Aide III.

4.22 Objective: To identify specific strengths and weaknesses of the project.

Completed questionnaires were returned by six committee members. The respondents were unanimous in their opinion that the representation was adequate for all three operational levels. They pointed out that aides, teachers, instructional coordinators, and principals were represented on the committee.

Members of the committee commented on the smooth operation of the project from the planning stage to completion. Each respondent judged good planning to be a strength of the project.

Committee members were asked to evaluate critically the elements of the handbook. Comments were varied: "Might be more specific", "Shows inclusive coverage of questions . . ." ". . . Readable and simple to understand."

The committee expected the handbook to be used by aides, teachers, and principals and to provide guidelines for the successful utilization of aides in the project.

Participant suggestions to improve the handbook were the following:

- Use of pictures, cartoons, or other forms of illustration
- Definition of aides' duties more specifically stated
- Need for more time to develop material for the handbook

Additional Comments:

- Test preliminary draft of handbook before printing
- Handbook should be very helpful
- Was needed during first year

4.30 Outcomes

A handbook for Education Aides III was developed and printed. Committee members judged the handbook to contain information useful to aides, teacher, and principals.

A tear-off sheet, designed to provide feedback from the reader to the Coordinators of the Education Aides Program, was incorporated into the handbook. See Addendum C.

5.00 CONCLUSIONS

The Education Aides handbook should provide helpful guidelines for the effective use of aides.

6.00 RECOMMENDATIONS

Handbook should be evaluated periodically following use in the school; then revised to meet needs of aides.

ESEA Urban Affairs Design #284

COMPONENT: Development of Curriculum for Education
Aides III

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To develop a handbook for participants in the Education Aides program	Reactions to content	Questionnaire for Handbook Committee (284A)	Handbook to be used in ESEA Aides component for 1968-1969. Effectiveness to be assessed at the close of the school year
To identify specific strengths and weaknesses of the project	Reactions of participants	Questionnaire for Handbook Committee (284A)	Assessment at the completion of the handbook

PROJECT NAME DEVELOPMENT OF CURRICULUM FOR EDUCATION AIDES Code 284

Beginning date 6-17-68 Ending date 8-30-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded		
TOTAL		

NUMBER OF ADULT PARTICIPANTS

School Personnel	8
Parents	0
Community Personnel	3

PROJECT COST $ 3,000.00

ADDENDUM B

EDUCATION AIDES III HANDBOOK QUESTIONNAIRE

Guidelines and reference materials undergo constant revision. Your cooperation in answering these questions will help us to improve the handbook and make it more useful for newly assigned education aides, teachers, and principals.

Please check the appropriate categories as they may apply to you:

a. Aide ______ Teacher ______ Principal ______ Other ______ (Identify)

b. Elementary ______ Secondary ______ Adult Education ______

ITEM	Very Little 1	Little 2	Some 3	Much 4	Very Much 5
To what extent does the handbook help you to understand:					
1. The function of education aides in the classroom?					
2. The selection and assignment procedures for education aides?					
3. Resource assistance which may be expected from school staff members?					
4. The duties of education aides?					
5. The cooperative roles of the principal, teacher and education aide in the educational program?					
6. The evaluation process?					
7. The promotional opportunities open to aides within the school system?					
Please rate:					
8. The overall value of the handbook.					
9. How much use you have made of this handbook.					

10. What changes would you make to improve the handbook? ______

______

______

______

______

TEACHER-COORDINATOR TRAINING (VOLUNTEERS)

Office of Urban Affairs

1.00 DESCRIPTION

This component was designed to meet a special need to train teacher-coordinators on how to utilize the services of school volunteers effectively.

Public and nonpublic school teachers were requested and/or invited to attend classes, which were divided into eight sixteen-hour workshops.

Workshop leaders were two elementary school principals in whose schools well organized volunteer programs had proved highly successful.

Audio-visual materials for use in schools were prepared by an advisory committee of participants during a post-class workshop session.

A guidelines committee consisting of administrators and one teacher has been scheduled to follow up the workshop session for further planning and evaluation of outcomes.

2.00 OBJECTIVES

-To provide inservice education

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component

The component was conducted in one centrally located elementary school from July 15, 1968 through August 15, 1968.

3.40 Activities

3.41 Staff Activities

An eight member advisory committee consisting of six principals, a supervisor, and the National Chairman of School Volunteers met in May 1968 to develop plans for implementing the workshop.

Each of the 119 public school teacher participants attended either a morning or afternoon workshop session for one week.

Organization and utilization of volunteer services provided the bases for lecture, small and large group discussion, reports, individual projects, and special materials preparation.

Resource personnel from the District's volunteer organization and from the Office of Urban Affairs supplemented training activities.

Principals of schools to which workshop participants are regularly assigned have been advised of the summer training provided. Each participant will be expected to confer with his principal regarding in-school implementation of the volunteer program.

3.60 Personnel and Logistical Problems

Nonpublic school representatives did not take advantage of the offer to participate in the workshop.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: ratings of component effectiveness by participants and workshop leaders.

The following instruments were designed to collect information on the variables:

-Form 285A, Workshop Evaluation (participant reactions)

-Form 285B, Evaluation of Workshop by Leaders

4.20 Attainment of Objectives

4.21 Objective: To provide inservice education.

4.22 Objective: To identify specific strengths and weaknesses of the project.

The one hundred nineteen participants, 97 elementary and 22 secondary, in the workshop were public school teachers whose status was classified as - permanent (102), probationary (13), conditional (1), and provisional (3). Seventy had had experience working with paraprofessionals for an average of 2.8 semesters. One-third of these 70 served as coordinators and two-thirds as teachers utilizing volunteers, tutors, education aides, and assistant teachers. All but four of the participants attended the full complement of five daily sessions.

One hundred nineteen teachers completed responses to questionnaires. Table A shows that participants rated each aspect of the component as highly effective. The highest rating was accorded to "the mechanics of organizing a school volunteer program." Not all participants rated all items.

TABLE A

PARTICIPANT RATINGS OF WORKSHOP EFFECTIVENESS

ITEM	FREQUENCY				MEDIAN
	Very Ineffective		Very Effective		
	1	2	3	4	
6. Leadership	0	4	26	89	3.8
7. Workshop plan and organization	0	3	42	71	3.7
8. Total-group discussion	0	6	33	80	3.8
9. Small-group activities	2	10	48	53	3.4
10. Self-initiated activities	1	5	49	63	3.6
11. Resource materials	3	4	24	87	3.8
12. Outside speaker	0	6	39	70	3.7
14. The mechanics of organizing a school volunteer program	0	2	25	90	3.9
15. Working relationships between school personnel and volunteers	0	5	42	68	3.7
16. Development of communication procedures	0	4	47	65	3.6
17. In-school volunteer program evaluation	1	6	53	53	3.4

Table A is based on Form 285A. N = 119

Table B indicates that participants found the workshop most helpful in orienting volunteers and faculty and least helpful in orienting pupils and parents.

TABLE B

PARTICIPANT RATINGS OF WORKSHOP HELPFULNESS IN ORIENTING PERSONNEL

ITEM	FREQUENCY Not Helpful 1	 2	 Very Helpful 3	 4	MEDIAN
How helpful was the workshop in the following areas?					
Orientation for:					
a. Volunteers	0	5	39	70	3.7
b. School administrators	2	13	39	51	3.5
c. Faculty	3	4	41	69	3.7
d. Parents of all children enrolled	1	13	48	43	3.3
e. Pupils	3	17	41	44	3.3

Table B is based on Form 285A. N = 119

Multiple comments were submitted by 112 participants in response to the question "In which areas was the workshop most effective?" Their comments were categorized and tabulated as shown below:

CATEGORY	FREQUENCY
Providing information on volunteer program organization (what, how, where, when)	80
Stimulating interest through sharing of ideas	23
Providing information on recruitment and utilization of community workers	17

When participants were asked which workshop areas required more in-depth attention, 81 made multiple comments that were categorized as follows:

CATEGORY	FREQUENCY
Orientation of faculty and administration	25
Orientation of volunteers	15
Organization and administration of program	13
Recruitment of volunteers	7
Orientation of parents and pupils	5
None	5

An additional 12 responses were classified as referring to workshop procedures, such as "more time" and "group discussions."

In answer to the question "Were there activities that could have been terminated earlier or eliminated from the workshop?" 13 participants stated oral reports were lengthy, verbose, and repetitive; three said that the general orientation was overdone; and two others believed that the written outlines were hardly worth the effort.

Eight participants volunteered recommendations for improving the workshop. Among the singular suggestions were:

-Assigning specific areas for oral reports to prevent repetition

-Using volunteers as resource persons

-Having more small-group discussions

-Including principals as workshop participants

-Providing workshops throughout the school year

Workshop leaders reported that the component attained its objectives in providing useful information and experiences to persons selected to utilize them in the school volunteer program. They indicated that the selection of workshop participants, topics, activities, facilities, equipment and materials was highly satisfactory. Among the major strengths listed by the leaders were:

> "Almost unanimous feeling on the part of teacher-coordinators that they would do the job more effectively as the result of attending the workshop."
>
> "Development of a kit of materials to include forms and overhead transparencies that will eventually be used for presentations to school faculties."
>
> "Flexibility of each week's workshop, depending on the makeup of each group (experience and teaching level)."

> "Recruitment of personnel to take a leadership role in the ongoing activities of the volunteer program."

Workshop leaders made suggestions for improvement, including:

> "Expand the content of workshops to include planning for paraprofessionals such as paid aides, Teacher Corps personnel, high school and college students, and adult volunteers of all types."
>
> "Include principals and vice-principals in inservice education next year."
>
> "Plan workshops for classroom teachers as well as teacher-coordinators."
>
> "Provide ongoing workshops during the school year on a released-time and/or reimbursement basis."
>
> "Utilize present workshop participants in future workshops."

4.30 Outcomes

One hundred nineteen participants, 97 elementary and 22 secondary teachers, took part in the workshop.

Participants rated areas of the component at medians between 3.4 and 3.9 on a 4-point scale (very ineffective to very effective), with the mechanics of organizing a school volunteer program as the most effective area.

Participants' reactions as expressed in written comments were 96 percent positive.

Ten percent of the participants commented that lengthy, verbose, repetitive oral reports could be eliminated or terminated earlier in the workshop.

5.00 CONCLUSIONS

Workshop participants and leaders considered the component effective.

Participants considered the mechanics of workshop organization particularly effective.

6.00 RECOMMENDATIONS

Continue the component and expand it to serve all schools utilizing volunteer services.

Provide ongoing workshops for teacher-coordinators during the school year.

Coordinate all workshops designed for personnel working with paraprofessionals.

Include teachers and administrators as workshop participants.

Implement participants' suggestions experimentally in selected workshop groups.

4

ESEA Urban Affairs Design #285

COMPONENT: Teacher-Coordinator Training (Volunteers)

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To provide inservice education	Participants' ratings	Workshop Evaluation (285A)	Participants to complete forms at end of each of the eight sessions.
To identify specific strengths and weaknesses of the project	Participants' ratings	Workshop Evaluation (285A)	Assessment by participants and workshop leaders.
		Evaluation of Workshop by Leaders (285B)	An assessment at the conclusion of the workshop by the two leaders.

PROJECT NAME Teacher-Coordinator Training (Volunteers) **Code** 285

Beginning date July 15, 1968 **Ending date** August 15, 1968

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded		
TOTAL		

NUMBER OF ADULT PARTICIPANTS

School Personnel 121

Parents ______

Community Personnel ______

PROJECT COST $12,000

SPECIAL EDUCATION BRANCH

SPECIAL EDUCATION FOR THE HANDICAPPED

Special Education Branch

1.00 DESCRIPTION

The Special Education Branch summer program was a combined funding venture for public and nonpublic schools (NPS). Each program had three elements. ESEA funding supported each element as follows: educational assessment of pupils, Title I; educational services for pupils, District and Title I; inservice education of personnel, Title VI.

Pacific Boulevard Elementary School for handicapped children was designed as an Assessment-Service Center with a nongraded organization utilizing team teaching and individualized instruction. At this center, 18 classes of physically handicapped and/or mentally retarded pupils were divided on the basis of age into preschool, primary, and upper levels. The component provided instructional and assessment services for pupils and inservice education for teachers. Support personnel included consultants in the areas of counseling, language arts, physical education, reading, mathematics, science, speech, and preworkshop training. In addition, a school nurse and a supervisor of tutors and volunteers were assigned to the component.

A nonpublic school phase was composed of eight classes of mentally retarded and/or educationally handicapped (EH) pupils. They were located in one public and three nonpublic schools and served children ranging in age from 3-18. These and other NPS children were given evaluations at the Center for the Study of Speech and Hearing of the University of Southern California (USC). An audiologist assessed hearing, speech pathologists and a clinician assessed language development, and a special education counselor assessed pupil psycholinguistic abilities, achievements, and potential. Plans were prepared for the production of a one-hour video tape to explain this unique service to the community. Transportation to the USC center was provided for those pupils needing it.

The nonpublic school inservice education component included auxiliary services for teachers of handicapped children. A traveling demonstration team of videotape specialists was formed and inservice training tapes were prepared for future use. Professional experts were provided on a request basis for inservice sessions at each school.

2.00 OBJECTIVES

- To identify specific assets and limitations relating to the learning process

- To provide inservice education

- To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

This component was conducted at two public and three nonpublic schools from July 8 through August 16, 1968. The USC center operated from July 1 through August 30, 1968.

3.20 Pupils

One hundred and seventy-five public school pupils, some of whom were multiply handicapped, participated in the program. Specific categories of handicap included: severely mentally retarded (40), deaf (11), educationally handicapped (10), physically handicapped (114).

3.30 Nonpublic School Pupils

This component served approximately 88 handicapped pupils in formal classes and 253 pupils at the speech and hearing center. Some pupils were involved in both formal classes and the USC clinic.

3.40 Activities

3.41 Staff Activities

One day of inservice education was provided for the staff at the Pacific Boulevard School prior to the summer program. Four consultants presented an overview of the Educational Assessment-Service Center concept which stressed assessment techniques, academic skills, summer organizational plans and procedures, innovative teaching methods, and use of recently acquired equipment and classroom materials.

Each of the 18 classroom teachers at Pacific Boulevard School was released from duties for one week to attend a twenty-hour inservice morning schedule of lecture presentations, classroom observations, demonstrations, and laboratory type practice in order to orient them to the Assessment-Service Center concept.

Four teachers per week were released from classroom duties from four other Special Education Branch schools conducting summer programs to attend these morning sessions of inservice education.

In addition, the Pacific Boulevard Assessment-Service Center teachers participated in forty-eight hours of afternoon inservice education, two hours per afternoon, Monday through Thursday, for six weeks. Sessions stressed assessment techniques, methods of behavior modification, specialized curriculum, and individualized instruction.

The use of video tape in teaching was explored and several inservice training tapes were developed. Opportunities were provided to listen to outside professional experts and to participate in discussions related to the theme of the day.

A consultant provided supervision and inservice education to five teachers of the educationally handicapped by lectures, discussions, and demonstrations of instructional techniques applicable to EH children.

In addition, six two-hour sessions were held to plan for the introduction of new teaching materials.

Four of the EH teachers were District funded and one was ESEA funded. This latter teacher was used to release the other four teachers to attend the Pacific Boulevard Assessment-Service center for one week.

Counseling services were provided to pupils at three nonpublic schools for the handicapped. In addition, a professor of psychology demonstrated his techniques for promoting behavioral change in autistic children at two of these schools.

Professional experts provided audiological services including complete hearing evaluations, hearing aid evaluations, hearing aid orientation, and aural rehabilitation. Speech and language services encompassed the following areas: articulation, stuttering, voice control, auditory perceptual abilities, and related language disabilities.

3.42 Pupil Activities

The public school instructional program provided services for physically, mentally, or multi-handicapped disadvantaged children in several areas. In the area of reading and language, children were grouped on the basis of performance rather than chronological age. They were taught sequential skills after placement at their instructional level.

In motor skills, children were grouped by levels of motor development and given special motoric skill training by a remedial physical education teacher.

In occupational training, five groups of trainable mentally retarded (TMR) children were given preworkshop experiences to improve their performance skills before entry into a sheltered workshop. In addition, a committee of regular TMR teachers and student teachers enrolled in Project Talent prepared an instructional guide for primary, intermediate, and upper level TMR classes and physically handicapped TMR classes. The guide consisted of a program of work skills in a sequential development format.

Each of the 18 classes at Pacific Boulevard received swimming instruction once or twice weekly.

Forty children participated in the assessment portion of the center rotating among four assessment classrooms. Each classroom specialized in a particular area as follows: visual and psychomotor functions, auditory and language levels, school behavior, and academic performance. In addition to the teacher, each of these four rooms was staffed with a counselor and received assistance from a team of consultants.

An individual assessment was made of learning disabilities by a specialized team. From accumulated pertinent data, educational programs were planned for each child.

TMR and EH nonpublic school pupils received intensive oral language instruction through activities intended to provide motivation and stimulation both in listening and speaking. Language skills were assessed and developed through dramatic representation, field trips, and extensive use of pictures, films, film strips, and flannel boards. Each of the classes participated in field trips to community resources. In addition, pupils were transported to a once-weekly swimming program.

3.50 Specialized Materials, Supplies and Equipment

The Sullivan reading program was instituted for public school classes. The program was supplemented by audio-visual materials to stimulate reading and language skills.

Instructional supplies purchased for both phases included: filmstrips, records, books, puzzles, vowel charts, story cards, percussion musical instruments, perceptual training materials, and Peabody Language Development Kits.

Equipment included: overhead projectors, record players, tape recorders, listening centers, video tape recording (VTR) systems, and physical education equipment.

3.60 Personnel and Logistical Problems

Video tape equipment and approximately 40 percent of the instructional supplies were not delivered in time for full implementation during the summer program. They should be available for the full-year program.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: observed pupil behavior, and ratings of inservice education and component effectiveness.

The following instruments were designed to collect information on the variables:

- -Form 290C, Evaluation of Inservice Sessions
- -Form 290D, Educational Objectives
- -Form 290E, Instructional Materials Evaluation
- -Form 291C, Staff Evaluation
- -Form 293A, Pupil Personnel Information
- -Form 299B, Anecdotal Record
- -Form 299C, Personnel Census
- -Form 299D, Videotape Log

4.20 Attainment of Objectives

4.21 Objective: To identify specific assets and limitations relating to the learning process.

Teachers of nonpublic school pupils were asked to keep anecdotal records. They observed pupils in class, during recess, and at the swimming pool. During the six week summer session, observations regarding academic and social behavior were recorded. The records were returned to each school for placement in individual cumulative folders. Over 80 percent of the entries by teachers related to pupil misbehavior. Other items noted in the remaining 20 percent included health problems and academic skills. Representative entries from each category included:

> "Pupil is sullen and unresponsive. Pupil is given individual work (removed from group). Worked well individually."

> "Appears listless. Repeatedly puts her head on desk. Discussed this with the school nurse. Pupil will go to the clinic for an examination."

> "Pupil needs help in place value of numbers and computation skills. Teacher taught him to use the abacus. Drilled pupil on chalkboard in math. Undeniable progress shown at end of week."

Evaluations of speech, hearing, and language function were provided at USC for 253 children from 45 nonpublic schools. Of these 92 had no major defects, but 161 needed further assessment and/or remediation. Twenty-two children started a program of remediation, and the remainder were scheduled to return during the 1968-69 school year. Table A indicates the categories of disorders and the number of pupils under each.

Table B shows the types and number of recommendations made for pupils evaluated. Recommendations for "Follow-up Hearing Evaluation" and "Therapy" each represented 28 percent of the total number made. Some pupils received more than one recommendation.

TABLE A

TYPES OF DISORDERS

TYPE	FREQUENCY
Articulation Problem	50
Language Disorder	28
Stuttering	26
Sensori-neural Hearing Loss	16
Conductive Hearing Loss	15
Miscellaneous	13
Voice Disorder	10
Mixed Type of Hearing Loss	3

Table A is based on Form 293A. N = 161

TABLE B

RECOMMENDATIONS FOR PUPILS

RECOMMENDATION	FREQUENCY
Follow-up Hearing Evaluation	55
Therapy	55
Follow-up Speech Evaluation	25
Otolaryngological Evaluation	23
Language Diagnosis	22
Other Recommendations-Speech	9
Other Recommendations-Hearing	3
Speechreading and Auditory Training	1
Preferential Seating in Classroom	1

Table B is based on Form 293A. N = 161

4.22 Objective: To provide inservice education.

Pacific Boulevard School for the handicapped served as the focal point for inservice education for teachers of physically handicapped pupils. A week-long schedule of activities was repeated six times during a six-week period. Table C shows the morning schedule of activities which were funded by ESEA Title I. Teachers on the site and from other special schools attended the sessions.

TABLE C

MORNING SCHEDULE OF INSERVICE ACTIVITIES

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30	Overview	Motor Development Consultant	English Consultant	Assessment -overview	Science Consultant
9:50	Assessment of pupils	P.E.	Reading Consultant	Assessment -observation	Math Consultant
11:00	Materials laboratory -science	Materials laboratory -P.E.	Materials laboratory -reading	Assessment -materials	Social Studies Consultant

Title VI funds provided VTR equipment and technicians to record highlights of an afternoon schedule of inservice education. The afternoon schedule varied from day to day. Professional experts lectured on Monday afternoons in the following areas:

"The Role of Science in Special Education" - Dr. Paul Brandwein

"The Reading Tree" - Dr. Norman Berke

"Language Development" - Dr. Jean Lehman

"Behavior Modification of Children" - Dr. Norris Haring

"Behavior Modification of Teachers" - Dr. Norris Haring

"Sequenced Physical Education Skills for the Physically Handicapped" - Dr. Gerald Gardner

During three other afternoons each week, resource personnel and District consultants led discussions, demonstrations, and seminars in the following areas: organization of a school instructional materials center; new instructional materials; use of the overhead projector; communication methods; assessment of visual motor skills, reading skills, and behavior; lingual and graphic skills; the teaching of reading, language, communication, and science; and the special needs of the deaf, visually handicapped, EH, and TMR pupils.

A census of 81 certificated personnel receiving inservice education was taken. The information gathered is shown in Table D. It should be noted that many teachers served in regular schools before joining the Special Education Branch. These also have multiple credentials and degrees.

TABLE D

CERTIFICATED PERSONNEL CENSUS

CATEGORY	FREQUENCY
Teaching Experience	
Regular and special education	58
Special education - five years or more	27
Special education - under five years	46
Current Assignment	
Teacher	55
Counselor	14
Consultant	5
School Psychologist	4
Administrator	3
Credentials	
General or Standard Teaching	66
Orthopedic	30
Mentally Retarded	30
Pupil Personnel Services	19
Administration or Supervision	15
Deaf	8
Blind	3
Degrees	
Bachelor's	75
Master's	39
Ed. D.	1

Table D is based on Form 299C. N = 81

Forty-eight full-time participants in the inservice education component responded to an instrument inquiring about the value of the sessions. The results are shown in Table E. Some items did not apply to every participant. Orientation to science, health, reading, and language and "in-depth study of the reading and language program" were rated of "much" value.

TABLE E

EVALUATION OF INSERVICE SESSIONS - SPECIAL EDUCATION

ITEM	FREQUENCY Value				MEDIAN
	None 1	Little 2	Some 3	Much 4	
Orientation to total program	0	4	17	24	3.6
Orientation to physical education	1	2	20	22	3.5
Orientation to assessment concepts	1	7	13	22	3.5
Orientation to science and health	0	8	10	26	3.7
Orientation to reading and language	0	3	15	27	3.7
Orientation to mathematics and social studies	1	7	11	24	3.6
Lecture by outside speaker	1	8	12	11	3.1
In-depth study of the assessment program	0	5	10	14	3.5
In-depth study of the reading and language program	0	2	8	15	3.7
Group conference related to theme of the week (as it applies)					
a) Assessment	0	3	9	7	3.3
b) Service	0	0	13	7	3.3
c) TMR	0	2	9	1	2.9

N = 48

Table E is based on Form 290C.

In addition to the regular participants, approximately 33 other visiting certificated personnel attended one or more of the lectures by the outside speakers.

Thirty-one of the 48 staff members commented on the program. Diverse comments included the following:

> "The wealth of materials shown and reviewed familiarized me with science and social studies."

> "The use of levels rather than grades is much more realistic in dealing with our children."

> "I learned most in the demonstration classes where we went to see the teachers and children in action."
>
> "Instructional aids presented were valuable due to immediate applications in classroom situations. I'm convinced of the value of videotaping and would like to see more extensive and varied uses of same."
>
> "I have participated in summer sessions for the past three years. This session has been the best of all."
>
> "There may have been a few poor sessions, but for the most part, I feel everyone performed beautifully. The afternoon sessions were somewhat repetitive."

Among nine recommendations by seven staff members were the following:

> "Cut down on the number of goals and go about achieving those more thoroughly."
>
> "Allow time for two-way talk."
>
> "Provision should be made for teachers to use and experiment with instructional aids."
>
> "Afternoons should contain more introduction and working with new materials and less lectures about individual theories."

Videotape recording equipment was purchased for use by inservice education participants. This equipment was late in arrival, but two units on loan were shared by several summer components of Title I and Title VI projects. Despite these handicaps, staff members were trained in the use of VTR and tapes of various types were recorded. Table F shows a 50 percent sampling of this activity at Pacific Boulevard School and at a nonpublic school; only recording sessions are indicated. Many additional sessions utilized playback, discussion, and evaluation of tapes.

TABLE F

VIDEOTAPE LOG

DATE	DESCRIPTION	TIME
7/10	Dr. Lehman (Lecture)	1 Hour
7/10	Dr. Berke (Lecture)	1½ Hours
7/11	Instructional Materials	30 Minutes
7/23	Dr. Zaslow (Demonstration)	50 Minutes
7/24	Reading Activities	30 Minutes
7/26	Dr. Haring (Lecture)	1 Hour
7/29	Dr. Gardner (Lecture)	30 Minutes
7/31	Reading Program	1 Hour
8/6	Visual Motor Activities	20 Minutes
8/7	Demonstration Teaching	30 Minutes
8/9	Health Services (Physical examination of a child by an M.D.)	1 Hour
8/13	Behavior Modification	1 Hour
8/16	Science Activities	30 Minutes
8/16	Team Teaching	20 Minutes

Table F is based on Form 299D.

The Sullivan reading program was introduced to the staff of Pacific Boulevard School at the first inservice session. At that time, an attempt was made to acquaint participants with the utilization of educational objectives involving stems used to introduce objectives developed by Taba and organized on the basis of Bloom's Taxonomy. Weekly sessions followed in which the many facets of the Sullivan program were applied to a nongraded school for the handicapped.

Using the same instrument before and after the six-week session, participants tested their skills in writing behavioral objectives that they felt were applicable to the Sullivan program. Table G shows 12 of the 29 objectives for which 50 percent or more of the participants completed the stems on the pretest. Representative completions follow the stems. The frequency of selection of each stem by the 28 respondents is also indicated.

TABLE G

OBJECTIVES - PRETEST

STEM NUMBER	STEM	FREQUENCY	PERCENT
2.4	To recognize letters, words, and sentences	27	96
1.3	To identify letter names and sounds	24	86
3.3	To increase reading ability and comprehension	24	86
5.1	To combine words to make sentences	24	86
1.5	To recall names and sounds of letters	22	79
4.4	To differentiate between look-alike letters	21	75
2.3	To distinguish between homonyms	21	75
3.2	To develop reading readiness	20	71
3.1	To acquire ability to decode	19	68
2.5	To transfer word attack skills	17	61
6.3	To evaluate individual progress	14	50
6.4	To interpret the meaning of sentences	14	50

Table G is based on Form 290D. **N = 28**

Initially, the participants were wide ranging in their choice of objectives, expecting the program to reach all levels of cognitive learning. However, the choices by 24 participants in the post-administration were more restricted. All objectives chosen by more than 50 percent of these participants (Table H) were from the first three levels of Bloom's Taxonomy (Knowledge, Comprehension, Application). The training sessions enabled the staff to improve selection of measurable objectives and to evaluate the reading program more objectively.

TABLE H

OBJECTIVES - POSTTEST

NUMBER	STEM	FREQUENCY	PERCENT
1.3	To identify objects on picture cards	21	88
2.3	To distinguish vowel sounds	16	67
2.4	To recognize differences in letter shapes	15	63
3.1	To acquire a larger vocabulary	15	63
3.3	To increase reading comprehension	13	54
1.5	To recall meanings of words	13	54
3.2	To develop word attack skills	12	50

N = 24

Table H is based on Form 290D.

Newly purchased instructional materials were evaluated by classroom teachers as to suitability for specific areas of special education. Items used were rated on a 1-4 scale (little value to much value). The types of public school classes, number of teachers, and median ratings are shown in Table I. An evaluation of materials used in nonpublic school classes is shown in Table J.

TABLE I

INSTRUCTIONAL MATERIALS EVALUATION - MEDIANS

ITEM	PRESCHOOL	PRIMARY	UPPER
Peabody Kit	4.0	2.5	3.5
SRA Reading Lab Kit - Primary	-	3.5	2.5
Sullivan Reading Program	3.5	3.5	3.5
Judy Puzzles	3.5	-	-
Language Master Cards	2.5	3.0	-
EFI Audio Flashcards	2.5	-	-
Filmstrips	3.5	3.0	3.8
Vowel Charts	-	-	4.0
Listening Centers	4.0	3.8	4.0
Table I is based on Form 290E.	N = 3	N = 4	N = 4

TABLE J

INSTRUCTIONAL MATERIALS EVALUATION - NONPUBLIC SCHOOL CLASSES

ITEM	N	ELEMENTARY EMR MEDIAN	ELEMENTARY EH MEDIAN
Peabody Kit	6	4.0	4.0
SRA Reading Lab Kit - Primary	1	3.0	4.0
Judy Puzzles	4	3.5	3.0
Language Master Cards	4	3.8	4.0
EFI Audio Flashcards	1	2.0	-
Filmstrips	5	3.5	4.0
Listening Centers	7	3.5	-

Table J is based on Form 290E.

Teachers listed additional materials which they used individually and gave ratings of 3.0 or 4.0. Story records included "The Red Carpet," "The Story of Ping," "Little Red Hen," "A Tree is Nice," "Finders Keepers," "More Mother Goose," and a variety of Disney records. Beginner records included Peabody Kit records, Ginn reading readiness records, Bowmar records, nursery rhymes, and hand rhythms.

Ditto masters used and favored by teachers included "Beginning Arithmetic," and "Science."

Musical instruments found appropriate for use included the autoharp, guitar, tambourine, drums, and cymbals.

4.23 To identify specific strengths and weaknesses of the project.

Eleven consultants in the summer components were asked to reply to a questionnaire on the strengths and weaknesses of the program. Diverse comments by seven consultants on the areas of strength in the public school component included:

> "Opportunity to work with specialists in counseling and academic fields; availability of videotape for in-depth study of pupils; opportunity to gain knowledge from professional experts visiting center; centralized location of materials."
>
> "Personnel have a better concept of the non-graded program. Teachers gained experience with new materials. We also learned how to conduct a better inservice program."
>
> "Excellent training for consultants as well as teachers in human relations."
>
> "Having traveling teachers to release regular teachers for attendance at inservice sessions was a valuable aspect of the program."
>
> "Adequate materials to support the program; flexible grouping of pupils."
>
> "Prompt and firm handling of diversified problems by administrators."
>
> "Several excellent guest speakers."

Comments on weaknesses by ten consultants related to the following categories.

CATEGORY	FREQUENCY
Lack of time for teachers, aides, and consultants to confer with each other	7
Insufficiency of planning time	6
Lack of clear delineation of roles of consultants	4
Repetition of afternoon and morning sessions	3
Selection of speakers	2

Multiple recommendations by 7 consultants were:

CATEGORY	FREQUENCY
Reduce the number of planned activities to allow more time for small group discussion	6
Delineate the role of each consultant more carefully to avoid misunderstanding	4
Allow more time for investigation of new materials	2
Concentrate on one area of the curriculum until teachers are secure in that area	1
Eliminate part-time personnel	1
Reduce the number of outside speakers	1
Include summer administrators in all phases of pre-planning	1

The four teachers in the assessment classrooms recommended that an aide be assigned to each of their rooms. They also cited a need for better communication with the homeroom teachers of pupils being assessed.

Three consultants for the NPS phase made individual recommendations as follows:

-Assign counselors for a minimum of one week at each site

-Delineate staff roles more clearly

-Expand inservice education for NPS teachers

-Devote more time to advance planning of VTR use

Eight teachers of the NPS children made multiple recommendations in the following categories:

CATEGORY	FREQUENCY
Provide more information on pupils to their teachers	3
Provide more supplies	3
Group children closer in age range and ability level	2
Allot more time for observation of other classes	1
Provide more clerical assistance	1
Provide storage cabinets for supplies	1

4.30 Outcomes

Eighty-eight pupils in nonpublic schools were assessed in terms of behavior, health, and academic skills.

Speech and hearing evaluations were provided for 253 children.

Recommendations, comprehensive in scope, were made in an attempt to remediate identified handicaps.

Twenty-two children started a program of speech remediation.

Ten key staff members were trained in the use of VTR equipment.

Approximately 20 videotapes applicable to special education were produced.

Instructional materials receiving a maximum rating from more than one teacher, included vowel charts, listening centers, and Peabody kits.

Forty-eight certificated personnel assigned to work with handicapped children attended the complete program of inservice education.

Thirty-three other certificated personnel concerned with the education of handicapped children attended parts of the inservice program.

5.00 CONCLUSIONS

Handicapped pupils were assessed in areas affecting the learning process.

Multiple recommendations were made for 64 percent of the pupils referred to the speech and hearing center in a comprehensive attempt to remedy their handicaps.

A summer program of speech remediation was initiated.

Key personnel assigned to work with handicapped children participated in activities designed to prepare them to train other teachers during the year.

Specialists trained in the use of VTR equipment are ready to assist the staff with the inservice education program.

A library of videotapes applicable to special education was begun.

Participants recommended minor modifications in the program but gave it above average ratings.

6.00 RECOMMENDATIONS

Afternoon scheduling should provide more time for examining new materials and experimenting with instructional aids.

Reduce the number of planned activities to allow more time for small group discussion and advance planning of VTR use.

Delineate the role of each summer consultant in more detail.

Expand inservice education for NPS teachers.

Assign counselors to nonpublic schools for a continuous period of one week for more effective service.

Group NPS children closer in age range and ability level.

Continue the component.

ESEA Special Education Design #299

COMPONENT: Special Education for the Handicapped

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To identify specific assets and limitations relating to the learning process	Observed pupil behavior	Pupil Personnel Information (293A)	Gather pupil data and weekly teacher observations
		Anecdotal Record (299B)	
To provide inservice education	Ratings	Evaluation of Inservice Sessions (290C)	Teachers feed back data on the effectiveness of their inservice education
		Certificated Personnel Census (299C)	
		Videotape Log (299D)	
		Educational Objectives (290D)	
		Instructional Materials Evaluation (290E)	
To identify specific strengths and weaknesses of the project	Ratings of component	Staff Evaluation (291C)	Administrators and component staff

PROJECT NAME Special Education for the Handicapped **Code** 299

Beginning date July 1, 1968 **Ending date** August 31, 1968

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool	28	
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded	176	325
TOTAL	204	325

NUMBER OF ADULT PARTICIPANTS

School Personnel	78
Parents	
Community Personnel	10

PROJECT COST $143,500

APPENDIX

LIST OF STANDARDIZED TESTS

COMPONENT	NAME OF TEST	LEVEL	WHEN GIVEN	
	Gates-MacGinitie Reading Tests			
236	Survey D - Form 1M	Elementary	7/9/68	8/14/68
	Survey E - Form 1M	Jr. High	7/9/68	8/14/68

NON-STANDARDIZED EVALUATION FORMS AND INSTRUMENTS

Knowledge and Use of Art Elements	001A
Pupil Attitudes and Skills in Music	001B
Rhythmic Activities Rating Scale	001C
Literature and Language Rating Scale	001D
Pupil Rating Scale	001E
Administrative Evaluation	001F
Teacher Evaluation	001G
Parent Questionnaire	001H
Teacher Evaluation	002A
Principal Evaluation	002B
ESL Materials Development Questionnaire	003E
Mexican-American History Materials Development Questionnaire	003F
Negro History Materials Development Questionnaire	003G
Science Materials Development Questionnaire	003H
Leccion de Prueba (Principiantes)	008A
Spanish Communication Rating Scale	008B
Workshop Evaluation by Participants	008C
Teacher Evaluation of Items	009A
Administrative Evaluation of Items	009B
Workshop Evaluation by Shop Teachers	009C
Workshop Rating by Participants	010B
Teacher and Staff Rating	150A
Analysis Test -- Beginning Level	150B
Analysis Test -- Intermediate Level	150C
Analysis Test -- Advanced Level	150D
Analysis Test -- Final Advanced Level	150E
Participant and Staff Rating	151A

Inservice Evaluation - New College Capable Teachers	153A
Inservice Evaluation - Advanced RCI Production Workshop	153B
Inservice Evaluation - Basic Reading Workshop	153C
Inservice Evaluation - Instructional Coordinators	153D
Inservice Evaluation - Strengthening School-Home Coordination	153E
Inservice Evaluation - New Modes of Teaching College Capable Students	153F
Workshop Evaluation	154A
Weekly Log	154B
Individual Project Evaluation	154C
Inservice Evaluation - Teaching & Counseling the Disadvantaged Child	155A
Inservice Evaluation - Teaching & Counseling the Disadvantaged Child, II	155B
Evaluation of Workshop I	236A
Evaluation of Workshop II	236B
Evaluation of Workshop III	236C
Pupil Evaluation	236D
Project Personnel Reaction Form	236E
Continued Contact	236G
Diagnostic Test of Conversational Spanish	243A
Oral Diagnostic Test of Conversational Spanish	243B
Evaluation Check List	243C
Workshop Evaluation Form	243D
Student Evaluation	268A
Staff Evaluation	268B
Staff Evaluation	283A
Questionnaire for Handbook Committee	284A
Workshop Evaluation	285A
Evaluation of Workshop by Leaders	285B

Evaluation of Inservice Sessions - Special Education	290C
Educational Objectives	290D
Instructional Materials Evaluation	290E
Staff Evaluation	291C
Pupil Personnel Information	293A
Anecdotal Record	299B
Certificated Personnel Census	299C
Videotape Log	299D

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Project: Educational Enrichment

KNOWLEDGE AND USE OF ART ELEMENTS

Pupil____________________ School____________________ Teacher____________________

(1) Grade level____________

	Weak			Strong
1. Color	1	2	3	4
2. Texture	1	2	3	4
3. Line	1	2	3	4
4. Form and Shape	1	2	3	4
5. Light and Dark	1	2	3	4

Comments or suggestions on items (1) through (5):

Approved by: Robert J. Purdy
Associate Superintendent
Division of Elementary Education

RETURN TO: Office of Research and Development
at Emerson Manor Room 3

BY: August 9, 1968

001A

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

CONTROL NUMBER	MARK AT RIGHT										
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
	▶	0	1	2	3	4	5	6	7	8	9

ESEA Elementary Project: Educational Enrichment Center

PUPIL ATTITUDES AND SKILLS IN MUSIC

Pupil's name ______________________________

Boy ________ Girl ________ Teacher ______________________

Please complete one form for each pupil. The block at the top of the page contains the numbers assigned to the project in your school. Please rate each pupil by selecting one number (1-4) listed opposite each statement. Use a number two pencil to fill in the rectangle containing your selected number. Mistakes may be erased carefully. Do not fold or staple this form. Please return by July 15, 1968, to:

OFFICE OF RESEARCH AND DEVELOPMENT
at Emerson Manor Room 3

Attitudes and Appreciations		**Weak**			**Strong**
1. Responsiveness to music	1	1	2	3	4
2. Musical understanding	2	1	2	3	4
3. Musical discrimination	3	1	2	3	4
Instrumental Skills					
4. Ability to play in tune	4	1	2	3	4
5. Concept of good tone	5	1	2	3	4
6. Rhythmic accuracy	6	1	2	3	4
7. Technical accuracy	7	1	2	3	4
General Music Skills					
8. Sings in tune	8	1	2	3	4
9. Identifies phrases and simple forms	9	1	2	3	4
10. Plays simple songs	10	1	2	3	4
11. Plays selected rhythm patterns	11	1	2	3	4
12. Sings and plays songs in various keys	12	1	2	3	4
13. Plays autoharp accompaniments	13	1	2	3	4

Approved by: Robert J. Purdy
Associate Superintendent
Division of Elementary Education

001B

6/68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Project: Educational Enrichment Center

RHYTHMIC ACTIVITIES RATING SCALE

CONTROL NUMBER	MARK AT RIGHT ▶										
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9

Pupil's name ____

oy _______ Girl _______ Teacher ____________________ Grade level _______

Please complete one form for each pupil. The block at the top of the page contains the numbers assigned to the project in your school. Please rate each pupil by selecting one number (1-4) listed opposite each statement. Use a number two pencil to fill in the rectangle containing your selected number. Mistakes may be erased carefully. Do not fold or staple this form. Please return by July 15, 1968, to:

OFFICE OF RESEARCH AND DEVELOPMENT
at Emerson Manor Room 3

Skills		Weak			Strong
1. Skills in fundamental rhythms	1	1	2	3	4
2. Skills in interpretive rhythms	2	1	2	3	4
3. Skills in rhythmic dramatizations	3	1	2	3	4
4. Skills in folk or contemporary dances	4	1	2	3	4
5. Has physical skills appropriate for age and grade	5	1	2	3	4
6. Uses supplies and equipment safely	6	1	2	3	4
Attitudes					
7. Shares group responsibilities	7	1	2	3	4
8. Demonstrates sportsmanship and fair play	8	1	2	3	4
9. Understands and observes rules	9	1	2	3	4
10. Has feelings of personal worth through acquisition of physical skills	10	1	2	3	4
11. Shows interest in developing further skills	11	1	2	3	4

Approved by: Robert J. Purdy
Associate Superintendent
Division of Elementary Education

6/ 8 001C

CONTROL NUMBER

MARK AT RIGHT ▶

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Project: Educational Enrichment Center

LITERATURE AND LANGUAGE RATING SCALE

Pupil's name ______________________________________

Boy ______ Girl ______ Teacher ____________________

Please complete one form for each pupil. The block at the top of the page contains the numbers assigned to the project in your school. Please rate each pupil by selecting one number (1-4) listed opposite each statement. Use a number two pencil to fill in the rectangle containing your selected number. Mistakes may be erased carefully. Do not fold or staple this form. Please return by July 15, 1968, to:

OFFICE OF RESEARCH AND DEVELOPMENT
at Emerson Manor Room 3

		Weak			Stron
Listening Skills					
1. Listens to acquire meaning	1	1	2	3	4
2. Listens to follow directions	2	1	2	3	4
3. Listens to make an evaluation	3	1	2	3	4
4. Listens to enjoy	4	1	2	3	4
Speaking Skills					
5. Pronounces words distinctly	5	1	2	3	4
6. Speaks in complete sentences	6	1	2	3	4
7. Uses Standard English in expressing ideas	7	1	2	3	4
8. Expresses thoughts in logical sequence	8	1	2	3	4
Engaging in Creative Activities					
9. Participates in creative writing	9	1	2	3	4
10. Participates in dramatic activities	10	1	2	3	4
11. Interprets and reacts to aesthetic experiences	11	1	2	3	4
Attitudes and Appreciations					
12. Appreciates contributions of others	12	1	2	3	4
13. Cooperates in group efforts	13	1	2	3	4
14. Evidences positive self-image	14	1	2	3	4

Approved by: Robert J. Purdy
Associate Superintendent
Division of Elementary Education

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Project: Educational Enrichment Center

PUPIL RATING SCALE

Class ______________

School ______________________ Grade Level __________

Boy 1 Girl 2 (Circle one)

	Yes	No
1. Did you enjoy attending classes this summer?	___	___
2. Do you feel you learned more?	___	___
3. Did you like working with the other pupils?	___	___
4. Would you like to attend classes like these again?	___	___

5. What did you like most about these classes?

____

____

____

____

____

6. What did you like least about these classes?

____

____

____

____

____

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Project: Educational Enrichment Center

ADMINISTRATIVE EVALUATION

Please complete this evaluation on the basis of your experience with this program.

Principal ____________________ School ________________________

1. What were the strengths of the program?

____

____

____

____

2. What were the weaknesses of the program?

____

____

____

____

3. Recommendations and general comments:

____

____

____

____

Approved by: Robert J. Purdy, Associate Superintendent
Division of Elementary Education

RETURN TO: Office of Research and Development
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BY: August 9, 1968

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6-68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Project: Educational Enrichment Center

TEACHER EVALUATION

Please complete this evaluation on the basis of your experience with this program.

School ______________________________

Subject: Music 1 Art 2 Literature 3 Rhythmic Activities 4
(Circle appropriate number(s))

Please rate the program in terms of:	Not Effective	Somewhat Effective	Effective	Highly Effective
1. Improvement of pupil skills	1	2	3	4
2. Improvement of pupil attitudes	1	2	3	4
3. Enriching the background of pupils	1	2	3	4
4. Opportunities for positive social interaction	1	2	3	4
5 Parent support of program	1	2	3	4
6. Effectiveness of teacher assistants	1	2	3	4
7. Value of inservice	1	2	3	4
8. Overall effectiveness of program	1	2	3	4
9. Suitability of evaluation instruments	1	2	3	4

Comments or qualifying statements on items (1) through (9):

____

____

____

Recommendations and general comments:

____

____

Approved by: Robert J. Purdy, Associate Superintendent
Division of Elementary Education

RETURN TO: OFFICE OF RESEARCH AND DEVELOPMENT
at Emerson Manor Room 3

BY: August 9, 1968

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001G

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Project: Educational Enrichment Center

PARENT QUESTIONNAIRE

Dear Parent:

We are pleased that your child had the opportunity to participate in the Educational Enrichment Center program. We now wish to know how you feel about the program. You can help us by answering the questions below.

Please have your child return this form to the teacher at once. Thank you.

1. What part of the program was most beneficial to your child?

_____ art   _____ literature

_____ music   _____ rhythms

2. Did you receive information about the Educational Enrichment Centers? ____Yes ____No

3. What was the source of this information?

_____ principal   _____ newspaper

_____ teacher   _____ neighbor

_____ other (name) ____________________

4. Would you like to have this program continued next summer? _____Yes _____No

5. Do you think the classes offered in this program would be of benefit during the regular school year? _____Yes _____No

6. What other summer classes would you recommend to better educate or motivate elementary pupils?

____

____

7. Do you wish to be invited by the teacher to discuss your child's progress in class? _____Yes _____No

Comments:________________________________

8. Do you have any suggestions for improving this program?

____

____

9. Other comments: ________________________

____

____

001H   6/68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Project: GAP

TEACHER EVALUATION

Please complete this evaluation on the basis of your experience with this program.

Teacher ____________________ School ____________________

Rate the overall program in terms of:	Not Effective	Somewhat Effective	Effective	Highly Effective
1. Presentation of new material or concepts	1	2	3	4
2. Increasing understanding of group behavior	1	2	3	4
3. Acquisition of new techniques	1	2	3	4
4. Effectiveness of the lectures	1	2	3	4
5. Effectiveness of the group sessions	1	2	3	4
Presentations were made in five of the six areas listed below. Rate the five in terms of their anticipated value in working with your class.				
6. Behavioral standards	1	2	3	4
7. Work standards	1	2	3	4
8. Increasing pupil satisfaction with class and school	1	2	3	4
9. Conflict, hostility, interpersonal relations	1	2	3	4
10. Problem solving	1	2	3	4
11. Practices for improving undesirable patterns of behavior	1	2	3	4

Would you recommend a continuation of the GAP program? Yes ____ No ____

Would you participate in an extension of this GAP program? Yes ____ No ____

Comments: ____________________

____

____

Recommendations: ____________________

____

____

Approved by: Robert J. Purdy
Associate Superintendent
Division of Elementary Education

6/68

002A

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Project: GAP

PRINCIPAL EVALUATION

Please complete this evaluation on the basis of your experience with this program.

Principal ______________________ School ______________________

Rate the overall program in terms of:	Not Effective	Somewhat Effective	Effective	Highly Effective
1. Presentation of new materials or concepts	1	2	3	4
2. Increasing understanding of group behavior	1	2	3	4
3. Acquisition of new techniques	1	2	3	4
4. Value for improving administrator-staff communication	1	2	3	4
5. Value for improving staff interaction	1	2	3	4
6. Effectiveness of the lectures	1	2	3	4
7. Effectiveness of the group sessions	1	2	3	4

Presentations were made in five of the six areas listed below. Rate the five in terms of their anticipated value in working with your staff and pupils.

8. Behavioral standards	1	2	3	4
9. Work standards	1	2	3	4
10. Increasing pupil satisfaction with class and school	1	2	3	4
11. Conflict, hostility, interpersonal relations	1	2	3	4
12. Problem solving	1	2	3	4
13. Practices for improving undesirable patterns of behavior	1	2	3	4

Would you recommend a continuation of the GAP program? Yes ____ No ____

Would you participate in an extension of this GAP program? Yes ____ No ____

Comments: ____

____

Recommendations: ____

____

Approved by: Robert J. Purdy
Associate Superintendent
Division of Elementary Education

002B

6/68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Project: Decentralized Centers

ESL MATERIALS DEVELOPMENT QUESTIONNAIRE

Your cooperation in carefully completing this questionnaire is much appreciated. Your reactions and comments to the following items will be of value in planning future workshops.

1. What is your present position? ____

2. Please check your years of teaching experience.

   0-1 __________ 2-5 __________ 6-10 __________ 10+ __________

3. How many years have you taught Mexican-American pupils? (Check one)

   0 __________ 1-3 __________ 4-9 __________ 10+ __________

4. Was the time allotted for planning and developing materials adequate? Yes No (Circle one)

   Comments: ____

   ____

5. Using the rating scale below, please assess the development of ESL materials in terms of: (Circle one numeral for each item.)

	Does Not Apply	No Value	Little Value	Some Value	Very Valuable
(a) pre-planning meeting	0	1	2	3	4
(b) group discussions	0	1	2	3	4
(c) trips into community	0	1	2	3	4
(d) assistance of photographer	0	1	2	3	4
(e) assistance of illustrator	0	1	2	3	4
(f) assistance of audio-visual consultant	0	1	2	3	4
(g) practicality for classroom implementation	0	1	2	3	4

6. Indicate the value of ESL materials produced in terms of:

	Does Not Apply	No Value	Little Value	Some Value	Very Valuable
(a) interest level of pupils	0	1	2	3	4
(b) pictorial content	0	1	2	3	4
(c) experiences familiar to pupils	0	1	2	3	4
(d) development of language patterns	0	1	2	3	4
(e) development of functional vocabulary relative to community living	0	1	2	3	4
(f) reinforcement of vocabulary concepts	0	1	2	3	4
(g) improving pupil achievement	0	1	2	3	4
(h) improving pupil self-image	0	1	2	3	4
(i) instructional guidelines for teachers	0	1	2	3	4
(j) phonetic presentation of Spanish words for teachers	0	1	2	3	4

Comments:

7. To what extent did you contribute to the achievement of committee goals?

8. What were the strengths of this workshop?

9. What were the weaknesses of this workshop?

10. What suggestions do you have for improving this type of workshop?

11. Please comment on the suitability or any other aspect of this questionnaire.

Approved by: Robert J. Purdy, Associate Superintendent, Division of Elementary Education

003E

7-68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESERACH AND DEVELOPMENT

ESEA Elementary Project: Decentralized Centers

MEXICAN-AMERICAN HISTORY MATERIALS DEVELOPMENT QUESTIONNAIRE

Your cooperation in carefully completing this questionnaire is much appreciated. Your reactions and comments to the following items will be of value in planning future workshops.

1. What is your present position? ______________________________

2. Please check your years of teaching experience.

   0-1 ________ 2-5 ________ 6-10 ________ 10+ ________

3. How many years have you taught Mexican-American pupils? (Check one)

   0 ________ 1-3 ________ 4-9 ________ 10+ ________

4. Was the time allotted for planning and developing materials adequate? Yes No (Circle one)

   Comments: ______________________________

   ____

5. How appropriate are the Mexican-American History materials (Please circle)

	Does Not Apply	Very In-appropriate	In-appropriate	Appropriate	Very Appropriate
(a) for the reading level of pupils?	0	1	2	3	4
(b) for the interest level of pupils?	0	1	2	3	4
(c) in improving pupil self-image?	0	1	2	3	4
(d) for use as independent activities?	0	1	2	3	4
(e) as a representative sample of the Mexican-American community?	0	1	2	3	4

Comments (a through e):

____

____

____

____

6. To what extent did you contribute to the achievement of committee goals?

7. What were the strengths of this workshop?

8. What were the weaknesses of this workshop?

9. What suggestions do you have for improving this type of workshop?

10. Please comment on the suitability or any other aspect of this questionnaire.

Approved by: Robert J. Purdy
Associate Superintendent
Division of Elementary Education

003F

7/68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Project: Decentralized Centers

NEGRO HISTORY MATERIALS DEVELOPMENT QUESTIONNAIRE

Your cooperation in carefully completing this questionnaire is much appreciated. Your reactions and comments to the following items will be of value in planning future workshops.

1. What is your present position?______________________________

2. Please check your years of teaching experience.

   0-1 ________ 2-5 ________ 6-10 ________ 10+ ________

3. How many years have you taught Negro pupils? (Check one)

   0 ________ 1-3 ________ 4-9 ________ 10+ ________

4. Was the time allotted for planning and developing materials adequate? Yes No (Circle one)

   Comments: ______________________________

   ____

5. How appropriate are the Negro History materials (Please circle)

	Does Not Apply	Very Inappropriate	Inappropriate	Appropriate	Very Appropriate
(a) for the reading level of pupils?	0	1	2	3	4
(b) for the interest level of pupils?	0	1	2	3	4
(c) in improving pupil achievement?	0	1	2	3	4
(d) in improving pupil self-image?	0	1	2	3	4
(e) for use as independent activities?	0	1	2	3	4
(f) as a representive sample of Negroes in history?	0	1	2	3	4

   Comments (a through f):

   ____

   ____

   ____

   ____

6. To what extent did you contribute to the achievement of committee goals?

   ____

   ____

003G

7. How did you develop your knowledge of Negro History?

8. What were the strengths of this workshop?

9. What were the weaknesses of this workshop?

10. What suggestions do you have for improving this type of workshop?

11. Please comment on the suitability or any other aspect of this questionnaire.

Approved by: Robert J. Purdy
Associate Superintendent
Division of Elementary Education

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Project: Decentralized Centers

SCIENCE MATERIALS DEVELOPMENT QUESTIONNAIRE

Your cooperation in carefully completing this questionnaire is much appreciated. Your reactions and comments to the following items will be of value in planning future workshops.

1. What is your present position? ______________________________

2. Please check your years of teaching experience.

   0-1 __________ 2-5 __________ 6-10 __________ 10+ __________

3. How many years have you worked with the more capable children in disadvantaged areas? (Check one)

   0 __________ 1-3 __________ 4-9 __________ 10+ __________

4. Was the time allotted for planning and developing materials adequate? Yes No (Circle one)

   Comments: ______________________________

   ____

5. How appropriate are the Science materials (Please circle)

	Does Not Apply	Very Inappropriate	Inappropriate	Appropriate	Very Appropriate
(a) for the reading level of pupils?	0	1	2	3	4
(b) for the interest level of pupils?	0	1	2	3	4
(c) for enrichment beyond normal scope of subject?	0	1	2	3	4
(d) for use as independent activities?	0	1	2	3	4

   Comments (a through d):

   ____

   ____

   ____

   ____

6. To what extent did you contribute to the achievement of committee goals?

   ____

   ____

   ____

003H

7. What were the strengths of this workshop?

8. What were the weaknesses of this workshop?

9. What suggestions do you have for improving this type of workshop?

10. Please comment on the suitability or any other aspect of this questionnaire.

Approved by: Robert J. Purdy
Associate Superintendent
Division of Elementary Education

LECCION DE PRUEBA (Principiantes) Beginners

NOTA: Esta es la lección de prueba para los principiantes de inteligencia media. Como la consideramos de enorme importancia, la reproducimos completa, en vez de un resumen.

Si el alumno es lento, termínese después del No. 10 o 18. Si es rápido, puede agregarse "Yo soy," "Usted es."

	Profesor	Alumno
1.	EL LIBRO	El libro
	EL LAPIZ	El lápiz
	EL PAPEL	El papel
2.	ES el libro.	Es el libro.
	Es el lápiz.	Es el lápiz.
	Es el papel.	Es el papel.
3.	¿Es el libro?	
	SI, es el libro.	Sí, es el libro.
	¿Es el papel?	Sí, es el papel.
	¿Es el lápiz?	Sí, es el lápiz.
4.	¿Es el libro? NO.	No.
	¿Es el papel?	No.
	¿Es el lápiz?	Sí, es el lápiz.
5.	¿Es el libro?	No.
	¿Es el papel?	No.
	¿QUE ES?	Es el lápiz.
	¿Qué es?	Es el papel.
	¿Qué es?	Es el libro.
6.	LA MESA	La mesa
	LA SILLA	La silla
	LA CAJA	La caja
7.	Es la mesa.	Es la mesa.
	Es la silla.	Es la silla.
	Es la caja.	Es la caja.
8.	¿Es la mesa?	Sí, es la mesa.
	¿Es la silla?	Sí, es la silla.
	¿Es la caja?	Sí, es la caja.

9.	¿Es la mesa?	No.
	¿Es la silla?	No.
	¿Qué es?	Es la caja.
	¿Qué es?	Es la mesa.
	¿Qué es?	Es la silla.
	¿Qué es?	Es el papel.
	¿Qué es?	Es el lápiz.
	¿Qué es?	Es el libro.
10.	COLORES	Colores
	AZUL	Azul
	VERDE	Verde
	GRIS	Gris
11.	El lápiz es azul.	El lápiz es azul.
	El lápiz es verde.	El lápiz es verde.
	El lápiz es gris.	El lápiz es gris.
12.	¿Es azul el lápiz?	Sí, el lápiz es azul.
	¿Es verde el lápiz?	Sí, el lápiz es verde.
	¿Es gris el lápiz?	Sí, el lápiz es gris.
13.	¿Es azul el lápiz?	No.
	¿Es verde el lápiz?	No.
	¿Es gris el lápiz?	Sí, el lápiz es gris.
14.	¿Es azul el lápiz?	No.
	¿Es verde el lápiz?	No.
	¿DE QUE COLOR es el lápiz?	El lápiz es gris.
	¿De qué color es el lápiz?	El lápiz es azul.
	¿De qué color es el lápiz?	El lápiz es verde.
15.	El lápiz ESTA EN la mesa.	El lápiz está en la mesa.
	El libro está en la silla.	El libro está en la silla.
16.	¿Está el lápiz en la mesa?	Sí, el lápiz está en la mesa.
	¿Está el libro en la silla?	Sí, el libro está en la silla.
17.	¿Está el lápiz en la caja?	No.
	¿Está el lápiz en la silla?	No.
	¿DONDE está el lápiz?	El lápiz está en la mesa.
	¿Dónde está el libro?	El libro está en la silla.

18.	¿Está el lápiz azul en la mesa?	No.
	¿Está el lápiz verde en la mesa?	No.
	¿QUE lápiz está en la mesa?	El lápiz gris está en la mesa.
	¿Qué libro está en la silla?	El libro azul está en la silla.
19.	El señor Berlitz.	El Sr. Berlitz.
	La señora Berlitz.	La Sra. Berlitz.
	La señorita Berlitz.	La Srta. Berlitz.
20.	Es el Sr. Berlitz.	Es el Sr. Berlitz.
	Es la Sra. Berlitz.	Es la Sra. Berlitz.
	Es la Srta. Berlitz.	Es la Srta. Berlitz.
21.	¿Es el Sr. Berlitz?	Sí, es el Sr. Berlitz.
	¿Es la Sra. Berlitz?	Sí, es la Sra. Berlitz.
	¿Es la Srta. Berlitz?	Sí, es la Srta. Berlitz.
22.	¿Es el Sr. Pérez?	No.
	¿Es el Sr. Sánches?	No.
	¿QUIEN es?	Es el Sr. Berlitz.
	¿Quién es?	Es la Sra. Berlitz.
	¿Quién es?	Es la Sra. Berlitz.
23.	El PROFESOR.	El profesor.
	El profesor TOMA el libro.	El profesor toma el libro.
	El profesor toma el lápiz.	El profesor toma el lápiz.
24.	¿Toma el libro el profesor?	Sí, el profesor toma el libro.
	¿Toma el lápiz el profesor?	Sí, el profesor toma el lápiz.
25.	¿Toma el papel el profesor?	No.
	¿Toma el lápiz el profesor?	No.
	¿Qué toma el profesor?	El profesor toma el libro.
26.	¿Toma el libro el Sr. Berlitz?	No.
	¿Toma el libro el Sr. Pérez?	No.
	¿Quién toma el libro?	El profesor toma el libro.
27.	¿Toma el profesor el lápiz azul?	No.
	¿Toma el profesor el lápiz verde?	No.
	¿Qué lápiz toma el profesor?	El profesor toma el lápiz gris.
28.	El profesor PONE el lápiz en la mesa.	El profesor pone el lápiz en la mesa.
	El profesor pone el libro en la silla.	El profesor pone el libro en la silla.

29.	¿Pone el profesor el lápiz en la mesa?	Sí, el profesor pone el lápiz en la mesa.
	¿Pone el profesor el libro en la silla?	Sí, el profesor pone el libro en la silla.
30.	¿Pone el profesor la caja en la mesa?	No.
	¿Pone el profesor el papel en la mesa?	No.
	¿QUE pone el profesor en la mesa?	El profesor pone el lápiz en la mesa.
31.	¿Pone el Sr. Pérez el lápiz en la mesa?	No.
	¿Pone el Sr. Sánchez el lápiz en la mesa?	No.
	¿Quién pone el lápiz en la mesa?	El profesor pone el lápiz en la mesa.
32.	¿Pone el profesor el lápiz en la silla?	No.
	¿Pone el profesor el lápiz en la caja?	No.
	¿DONDE pone el profesor el lápiz?	El profesor pone el lápiz en la mesa.
33.	¿Pone el profesor el lápiz azul en la mesa?	No.
	¿Pone el profesor el lápiz verde en la mesa?	No.
	¿Qué lápiz pone el profesor en la mesa?	El profesor pone el lápiz gris en la mesa.

LECCION DE PRUEBA (Avanzada) Advanced

NOTA: Si el alumno sabe algo de español, debieran hacérsele algunas preguntas de cada lección. No se le corrija ni se le enseñe. La idea es hacerle preguntas hasta que haga tres faltas consecutivas.

Cuando haya hecho dichos errores, practíquesele el material donde se equivocó tres veces. Cuando lo sepa, la lección de prueba habrá terminado. Esta lección no debiera durar más de 30 minutos.

Si al alumno le cuesta responder, hágansele más preguntas en las primeras lecciones; si sabe bastante, pueden saltarse las necesarias y hacérsele preguntas más difíciles.

Como guía para el profesor se verá a la derecha el número de la página en que dichas preguntas o temas aparecen en el Manual.

	Ejemplos	Página del Manual
1.	¿Qué es esto?	1
2.	¿De qué color...?	2
3.	¿Quién es Ud.?, yo...	4
4.	¿Dónde está...?	6
5.	¿Qué hago yo? (Toma, abre, etc.)	10
6.	Por favor, cuente de...a...¿Qué hace Ud.?	11
7.	¿Cuánto cuesta...?	12
8.	Hágame preguntas con: Quién - qué - dónde -	15
9.	¿Tiene Ud....? ¿Tengo yo...?, etc.	16-17
10.	Mi, su, muestro, etc. ¿Es azul su...?	28
11.	Este, ese, (plural). ¿Cuál...? ¿Cuáles..?	28
12.	¿Tiene Ud. más dinero que el Sr. Rockefeller? y otros comparativos.	31-32
13.	Nada - algo - nadie - alguien	40
14.	Dar, con todos los pronombres	43-44
15.	¿Puede Ud....?, etc.	53
16.	¿Por qué...? o ¿Por qué no?	54
17.	¿Qué debe Ud....?	57
18.	¿Qué hora es? ¿A qué hora...?	65
19.	¿De qué es su...?	66

20. ¿Cuáles son los días de la semana? 66

21. ¿Cuál es el 5º, 7º, etc. mes del año? 67

22. ¿Qué tiempo hace hoy? 73-74

23. ¿Qué hizo Ud: ayer? ¿A qué hora se levantó...?, etc. (Háganse varias preguntas en el Pasado, pues es muy importante.) 83-84

24. ¿Qué ha hecho Ud. esta semana? (Varias preguntas) 95-96

25. ¿Qué hará Ud. mañana?, la semana que viene, etc. (Háganse varias preguntas.) 99

26. ¿Ha estado Ud. enfermo? ¿Cuándo? ¿Vió al médico? ¿Fué al hospital?, etc. 91-92

27. ¿Le gusta...? (con emociones: reir, llorar, etc.) 91-92

28. ¿Llama Ud. muchas veces por teléfono? ¿Recibe Ud. muchas llamadas?, etc. 103-104

29. ¿Le gusta a Ud. viajar? ¿Ha viajado Ud. en barco? ¿Cuándo hará su próximo viaje? etc. (Describa su último viaje.) 108...

30. Si el alumno ha llegado hasta aquí sin hacer errores, practíquesele el Subjuntivo y el Condicional, usando al mismo tiempo los pronombres que debe saber a esta altura. (Las preguntas debieran ir aumentando en dificultad a medida que la lección avanza.)

Dígasele: Haga una descripción de sus
estudios secundarios.
Sus impresiones de cuando comenzó
a trabajar.

31. Désele a leer algo, y hágasele un breve dictado, si se considera necesario.

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Component: Conversational Spanish Inservice

SPANISH COMMUNICATION RATING SCALE

Directions: The time has arrived when we must evaluate the effectiveness of your training in conversational Spanish. Please help optimize any future training sessions of this type by rating each of the following items, and expecially by adding comments pertaining to your personal experiences.

Please rate each item under A and B. Write your rating at the left of each item according to this scale:

0 - Not at all
1 - Below Average
2 - Average
3 - Above Average
4 - Very Well

A. My ability to understand others during:

1. Face-to-face conversations with:

Rating Topic Comments

______ a) Parents ____

______ b) Students ____

____

______ c) Others (____________) ____________________________

____

2. Telephone conversations with:

______ a) Parents ____

____

______ b) Others (____________) ____________________________

____

B. My ability to make others understand me during:

1. Face-to-face conversation with:

Rating   Topic   Comments

______ a) Parents ____

____

____

______ b) Students ____

____

____

______ c) Others (____________) ____________________

____

____

2. Telephone conversations with:

______ a) Parents ____

____

____

______ b) Others (____________) ____________________

____

____

C. Approximately how many (on-the-job) occasions have you had this semester for using your conversational Spanish ability? ____________________

D. Please indicate your position by checking one of the following:

___Administrator
___Clerk
___Counselor
___Nurse

Teacher of:
___Pre-Kindergarten
___Kindergarten
___First Grade
___Other (_______)

Approved by: Robert J. Purdy
Associate Superintendent
Division of Elementary Education

RETURN TO: Office of Research and Development
at Emerson Manor Room 3

BY: January 24, 1969

CONTROL NUMBER

MARK AT RIGHT ▶

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Component: Conversational Spanish Inservice

WORKSHOP EVALUATION BY PARTICIPANTS

DIRECTIONS: Please do not mark the upper right box. Use a number two pencil to indicate your evaluations under part A by filling in the appropriate boxes neatly and completely. If you make an error, erase completely. Please do not fold or staple. Part B is on the reverse side.

A. How do you rate the program in terms of:		Not Able to Judge	Not Effective	Somewhat Effective	Effective	Very Effective
1. Adequacy of time schedule	1	0	1	2	3	4
2. Presentation of lesson	2	0	1	2	3	4
3. Participant interaction	3	0	1	2	3	4
4. Effectiveness of lesson assignments	4	0	1	2	3	4
5. Adequacy of course content	5	0	1	2	3	4
6. Method of evaluating individual progress	6	0	1	2	3	4
7. Workshop leader-participant ratio	7	0	1	2	3	4
8. Increase in your Spanish conversational ability	8	0	1	2	3	4
9. Appropriateness of lesson content for school situations	9	0	1	2	3	4
10. Assistance provided by the Education Aides	10	0	1	2	3	4

B. Please make any comments you wish below:

Approved by: Robert J. Purdy
Associate Superintendent
Division of Elementary Education

6/68

008C

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Component: Instructional Aids (Industrial Arts)

TEACHER EVALUATION OF ITEMS

To the Teacher: We are presently evaluating the classroom teaching aids and accessories which were produced at four junior high industrial arts work centers during the past summer. We understand that you have used some of these materials, and we would greatly appreciate learning of your evaluation of them.

A. Please rate the following by circling the appropriate number opposite each item, and feel free to add any comments on the back of this report:

	Not Able to Judge	Not Effective	Somewhat Effective	Effective	Very Effective
1. Bench Hook (for clamping to table while sawing lumber)	0	1	2	3	4
2. Crayon Box (for organizing the 16 half-pint crayon cartons)	0	1	2	3	4
3. Geoboard (with geometric pattern of nails)	0	1	2	3	4
4. Science Pamphlet Box	0	1	2	3	4
5. Table Chart Rack	0	1	2	3	4

B. What items (if any) do you think should be constructed for your use by future industrial arts work centers? ____________________

____

____

____

Approved by: Robert J. Purdy
Associate Superintendent
Division of Elementary Education

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at Emerson Manor Room 3

BY: January 24, 1969

009A

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Component: Instructional Aids (Industrial Arts)

ADMINISTRATIVE EVALUATION OF ITEMS

To the Principal: We would greatly appreciate your cooperation in evaluating the elementary classroom teaching aids and accessories which were produced by four junior high school industrial arts work centers during the past summer. For each item in the following list please indicate the quantity received by your school, and your evaluation of it's effectiveness (by circling the appropriate rating number):

	Item	Quantity	Not Able to Judge	Not Effective	Somewhat Effective	Effective	Very Effective
1.	Bench Hook (for clamping to table while sawing lumber)	________	0	1	2	3	4
2.	Crayon Box (for organizing the 16 half-pint crayon cartons)	________	0	1	2	3	4
3.	Geoboard (with geometric pattern of nails)	________	0	1	2	3	4
4.	Science Pamphlet Box	________	0	1	2	3	4
5.	Table Chart Rack	________	0	1	2	3	4

Feel free to add comments on the back of this form.
We also need to know how teachers who actually use these materials feel about their value. Please distribute the three enclosed teacher evaluation forms to teachers in your school who have used some of these materials. Thank you.

Approved by: Robert J. Purdy
Associate Superintendent
Division of Elementary Education

RETURN TO: Office of Research and Development
at Emerson Manor Room 3

BY: January 24, 1969

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Component: Instructional Aids (Industrial Arts)

WORKSHOP EVALUATION BY SHOP TEACHERS

A. Format of Workshop.

1. What features did you like most about the organization of this class?

____

____

2. Explain briefly the content of the July 1-5 inservice session, and comment on its value to the summer work project.

____

____

3. What modification would you suggest for organizing any future workshops of this nature?

____

____

B. Conduct of Workshop. Please comment freely concerning the outstanding features and/or suggested improvements relative to:

1. Selection of students ______________________________

____

____

2. Selection of projects to build ______________________________

____

____

3. Motivation and student conduct ______________________________

____

____

4. Availability of materials ______________________________

____

____

C. Working Output. Please indicate, for each of the items made in your shop, the number spoiled or rejected, the number delivered, and any pertinent comments about their construction.

# Bad	# Good	Item	Remarks
1. ____	____	Bench Hook	____
2. ____	____	Crayon Box	____
3. ____	____	Geoboard	____
4. ____	____	Science Pamphlet Box	____
5. ____	____	Table Chart Rack	____

Approved by: Robert J. Purdy
Associate Superintendent
Division of Elementary Education

RETURN TO: Office of Research and Development
at Emerson Manor Room 3

BY: Conclusion of Workshop

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Component: Enrichment Program Workshop

WORKSHOP RATING BY PARTICIPANTS

Please indicate your evaluation of the workshop by circling the appropriate number for each of the following items. Add any comments desired (by item number) in Part B.

A. How do you rate the workshop in terms of:	Not Able to Judge	Not Effective	Somewhat Effective	Effective	Very Effective
1. Effectiveness of June 4 Planning Session	0	1	2	3	4
2. Adequacy of time allotment (from "not" to "very")	0	1	2	3	4
3. Selection of enrichment items	0	1	2	3	4
4. Availability of raw materials	0	1	2	3	4
5. Suitability of raw materials	0	1	2	3	4
6. Availability of tools and equipment	0	1	2	3	4
7. Suitability of tools and equipment	0	1	2	3	4
8. Assistance from subject area experts:					
a. English	0	1	2	3	4
b. Mathematics	0	1	2	3	4
c. Science	0	1	2	3	4
d. Social Studies	0	1	2	3	4
9. Assistance from technical experts:					
a. Illustrator	0	1	2	3	4
b. Overhead transparency specialist	0	1	2	3	4
c. Audio-visual consultant	0	1	2	3	4
d. Teacher-librarian	0	1	2	3	4

B. Please list any comments desired according to item numbers listed in Part A.

010B

6-68

C. List some of the items produced by the workshop which you are most eager to use in your own classroom.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

9. ______________________________

10. ______________________________

D. Which items produced by the workshop do you consider to be of lesser value?

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

E. What suggestions would you have for improving any future workshops of this type?

____

____

____

____

Approved by: Robert J. Purdy
Associate Superintendent
Division of Elementary Education

RETURN TO: OFFICE OF RESEARCH AND DEVELOPMENT
at Emerson Manor Room 3

ON: June 21, 1968

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: Operation PREP School (ESL)

TEACHER AND STAFF RATING

Please complete this questionnaire on the basis of your participation in the ESL summer project. Please circle one answer for each item.

How do you rate the effectiveness of the project in terms of:	Does not apply	Not effective			Very effective
(1) Improving the students' concept-learning potential in English?	0	1	2	3	4
(2) Improving the classroom performance of students in reading?	0	1	2	3	4
(3) Improving the verbal functioning level of the students?	0	1	2	3	4
(4) Providing the students with specially-developed instructional materials?	0	1	2	3	4
Please rate the effectiveness of the inservice program in terms of:					
(5) Increasing your knowledge of audio-lingual methodology	0	1	2	3	4
(6) Developing techniques for improving student reading skills	0	1	2	3	4
(7) Developing instructional materials	0	1	2	3	4
(8) Developing a working knowledge of audio-visual equipment (tape recorder, overhead projector, listening center, etc.)	0	1	2	3	4
(9) Developing techniques to evaluate the language skills of students	0	1	2	3	4
(10) Developing methods to improve the composition skills of students	0	1	2	3	4

Please answer the following questions:

(11) What instructional materials were developed by you during the project?

____

____

____

(over)

(12) Please comment on the usefulness of these materials (listed in item 11) in a longer ESL program.

____

____

____

Please rate the following:	Does not apply	Less than adequate	Adequate		Highly adequate
(13) Availability of equipment and supplies	0	1	2	3	4
(14) Quality of equipment and supplies	0	1	2	3	4
(15) Quality of text material	0	1	2	3	4
(16) Assistance from resource personnel	0	1	2	3	4
(17) Evaluative techniques	0	1	2	3	4

(18) What factors contributed to the success or lack of success of the project?

____

____

____

____

____

(19) Recommendations:

____

____

____

____

____

(20) Please comment on the suitability of this evaluation instrument.

____

____

LOS ANGELES UNIFIED SCHOOL DISTRICT
OFFICE OF RESEARCH AND DEVELOPMENT

TOTAL POSSI
SCORE = 34

ESEA Secondary Component: Operation PREP School (ESL)

ANALYSIS TEST -- BEGINNING LEVEL

(THESE ARE ONLY SAMPLES OF THE QUESTIONS USED. NOT ALL ITEMS ARE SHOWN.)

PART 1 -- Each question asks you a question. Answer the question.

1. What's your name? ______________________ ______
2. Where do you live? ______________________ ______
3. Are you in a school now? ______________________ ______
4. Do you have brothers or sisters? ______________________ ______
5. Do you like to eat ice cream? ______________________ ______

PART 2 -- Each question gives instructions. Follow the instructions.

1. Draw a line under the first word in this sentence.

5. Write the missing letter on the line: a b c d e g h ______________ ______

PART 3 -- Fill the spaces with words that make good sentences.

1. His father is ______________ a doctor.

2. I live ______________ Los Angeles.

PART 4 -- Draw a circle around every letter that should be a capital letter.
Write in all the missing punctuation.

1. john jones lives in california

5. what are you going to do next saturday

PART 5 -- Write these words as in the example below.

there ____There.____

about ______________

PART 6 -- Dictation. The teacher is going to tell you what to write.

1. ______________________ ______

2. ______________________ ______

7/68

150B

TOTAL POSSIBLE
SCORE - 89

LOS ANGELES UNIFIED SCHOOL DISTRICT
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: Operation PREP School (ESL)

ANALYSIS TEST -- INTERMEDIATE LEVEL

(THESE ARE ONLY SAMPLES OF THE QUESTIONS USED. NOT ALL ITEMS ARE SHOWN.)

PART 1. Change the underlined words to plural. Make all necessary changes in the sentences.

1. He's a doctor. ______________________________

3. This woman is pretty. ______________________________

PART 2. Draw a circle around every letter that should be a capital letter. Write all punctuation in the places it should be.

2. is martha absent no shes present

3.. the may company is a large department store

PART 3. Fill the blanks with words that make good sentences.

1. ________________ is Ann doing now?

2. It's raining. The streets are ______________.

PART 4. Fill the blanks with words that make good sentences. Write one word for each blank

Dear Mary,

How ____________ you? I ___________ fine. I want to ____________ you about my vacation. I _____________ to many of the states in the United ___________. I ___________ to Washington in an airplane. Washington _____________ in the north and there are many _____________ mountains in Washington.

PART 5. Fill the blanks with words that make good sentences. Write one word for each blank.

Yesterday I found a pen. I ___________ the pen to Bob and asked ___________ if it was his pen. He said it wasn't ___________. Alice told me that it wasn't___________. Tom and Bill told me that it wasn't ____________.

PART 6. Change all the sentences to negative sentences.

1. My father has seven dollars. ______________________________

2. Rachel came to Los Angeles. ______________ ___________ ______________

PART 7. Dictation

1. ____

2. ____

LOS ANGELES UNIFIED SCHOOL DISTRICT
OFFICE OF RESEARCH AND DEVELOPMENT

TOTAL POSSIBL
SCORE = 67

ESEA Secondary Component: Operation PREP School (ESL)

ANALYSIS TEST -- ADVANCED LEVEL

(THESE ARE ONLY SAMPLES OF THE QUESTIONS USED. NOT ALL ITEMS ARE SHOWN.)

PART 1. Complete each question. See the example below.

Example: John's father is a dentist, isn't he?

1. Mary can go with us, ________________ ____________?

2. The goat hasn't eaten Bob's hat, ________________ ___________?

PART 2. Make one sentence out of each two sentences. Use who, which because, when, while, where, after, or before. See example.

Example: That boy always looks neat. His hair is always combed.
That boy always looks neat because his hair is always combed.

1. This is the hat. It has been lost.
____

5. They played the radio. At the same time, I was reading.
____

PART 3. Fill the blanks with who, which, whose, when, where, what, or how.

1. We borrowed one of these chairs. I can't remember ____________ one.

2. I found a box of candy. Do you know ______________ it is?

PART 4. Fill each blank with a word ending in -self or -selves.

1. Bill can't do all that work by ____________________.

7. You people are only fooling ______________________ if you're lazy.

PART 5. Write sentences using the words given in each question.

1. never ____

2. they've ____

PART 6. Fill the blanks with words that make good sentences. Write one word for each blank.

I ______________ lived in Los Angeles since 1966. Before my family moved to Los Angeles, we _________ lived in Detroit and Boston. We plan to live in Los Angeles ______________ another five years. By that time, I ____________ have graduated from school.

PART 7. Dictation

1.____
2.____

TOTAL POSSIBLE
SCORE - 82

LOS ANGELES UNIFIED SCHOOL DISTRICT
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: Operation PREP School (ESL)

ANALYSIS TEST -- FINAL ADVANCED LEVEL

(THESE ARE ONLY SAMPLES OF THE QUESTIONS USED. NOT ALL ITEMS ARE SHOWN.)

PART 1. Write the five W's of this news story: (complete sentences not necessary)

NIXON NOMINATED
AS REPUBLICAN
PRESIDENTIAL HOPE

Richard Nixon, former Vice-President of the United States, was nominated as the Republican choice for President in Miami, August 6. Nixon was more popular than the other candidates, Reagan and Rockefeller. The nomination followed months of campaigning by the candidate.

a. Who?____

b. What?____

c. Where?____

d. When?____

e. Why?____

PART 2. Write short definitions of the following words: (complete sentences not necessary)

a. almanac

b. classified ads

PART 3. Write a short paragraph dealing with the differences between the short story and poetry. Discuss the form, type of language, and purpose of each.

PART 4. Read the following poem. On the back of this paper write a paragraph that explains what the poem means.

FIRE AND ICE
by Robert Frost

Some say the world will end in fire,
Some say in ice.
From what I've tasted of desire
I hold with those who favor fire
But if it had to perish twice,
I think I know enough of hate
To say that for destruction ice
Is also great
and would suffice.

(continued on reverse)

PART 5. DO NOT WRITE ON THIS SHEET. MARK ALL ANSWERS ON THE ANSWER SHEET.

EXAMPLES:

1. It has been ______________ since last week.

A) rained B) rains C) raining D) some rain E) to rain

2. I've ______________ to the museum already.

A) been B) went C) saw D) took E) being

5. I've met you before, ______________ I?

A) didn't B) have C) won't D) haven't E) wasn't

8. I haven't been to the desert ____________ last year.

A) already B) always C) since D) never E) yet

11. hed studied history before you did hadnt he
What's missing after he?

A) . B) ? C) nothing is missing D) , E) '

13. fall-fallen taste-tasted wear-worn sing-__________?

A) sung B) sang C) singed D) singen E) song

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Project: Pilot Administration Candidate Training (PACT)

PARTICIPANT AND STAFF RATING

Please complete this evaluation on the basis of your experience with the PACT program in your school this summer. Your cooperation is very much appreciated.

School ______________________________

Please check your position:

____ Principal
____ Vice Principal
____ Registrar
____ PACT Intern
____ Other ______________ Specify

How much time was spent by the PACT Intern in: (Please circle the appropriate number)	Does not Apply	Little	Some		Much
1. Working to improve the overall instructional program of the school?	0	1	2	3	4
2. Assisting in the counseling program of the school?	0	1	2	3	4
3. Helping in pupil control and discipline?	0	1	2	3	4
4. Assisting in the supervision of teachers?	0	1	2	3	4
5. Extending the use of new and innovative curriculum now available at the school?	0	1	2	3	4
6. Assisting in adapting standard curriculum materials to the special needs of the school?	0	1	2	3	4
7. Conducting orientation and inservice education for teachers?	0	1	2	3	4
8. Encouraging teachers to further their professional growth?	0	1	2	3	4
9. Providing liaison services among school personnel, parents, and the community?	0	1	2	3	4

10. Your comments on the above items would be helpful in this evaluation.

____

____

____

____

(over)

Items 11-18 refer to the inservice workshop, "Seminar in Multi-culture Relations".

How much did participation in the seminar increase: (Please circle the appropriate number)	Does not Apply	Little	Some		Much
11. Your understanding of the problems of disadvantaged pupils?	0	1	2	3	4
12. Your ability to utilize the cultural strengths of disadvantaged pupils?	0	1	2	3	4
13. Your knowledge of techniques for developing closer working relationships among school, home, and community?	0	1	2	3	4
How much did the following assist you in accomplishing your workshop goals?					
14. Presentation by Dr. Everett Shostrom	0	1	2	3	4
15. Presentation by Mr. John Serrato	0	1	2	3	4
16. Presentation by Mr. Walter Bremond	0	1	2	3	4
17. Small group interaction	0	1	2	3	4
18. Movie	0	1	2	3	4

19. Your comments on the varied aspects of the workshop would be helpful.

20. Principals only: One of the goals of the PACT program is to provide necessary additional administrative assistance to allow the principal to fully participate in all of his responsibilities to a mid-city community. Please comment on the degree to which this was accomplished in your school during summer 1968.

(continued on next page)

21. What were the significant strengths of the program?

____

____

____

____

22. What were the significant weaknesses of the program?

____

____

____

____

23. Recommendations or comments:

____

____

____

____

24. Please comment on the suitability of this questionnaire for evaluating your summer program.

____

____

____

____

Return to: OFFICE OF RESEARCH AND DEVELOPMENT
at EMERSON MANOR Room 7-151

By: August 14, 1968

5

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: Instruction Workshops--Orientation Workshop for New College Capable Teachers

INSERVICE EVALUATION

Your position in your school?____________________________________

Circle total number of sessions attended: 1 2 3 4 5 6 7 8 9 10

Your honest evaluation will help identify strengths and weaknesses in the workshop just concluded, and will help in planning future workshops.

How helpful were the following presentations in assisting you to reach your workshop objectives? To answer each item below, circle one number in the scale to the right. Circle the zero if you do not remember or did not attend the presentation, or if the presentation was not made.

Workshop Presentation	Doesn't Apply	Of Little Help			Very Helpful
1. The potentially able child of the inner-city...his psychology and environment.	0	1	2	3	4
2. College capable program rationale.	0	1	2	3	4
3. History of the college capable program.	0	1	2	3	4
4. Basic objectives of the college capable program.	0	1	2	3	4
5. Academic structure of the college capable program.	0	1	2	3	4
6. Identification of college capable pupils.	0	1	2	3	4
7. The college capable teacher - what is he like?	0	1	2	3	4
8. Teacher involvement - instruction.	0	1	2	3	4
9. Teacher involvement - counseling and advisement.	0	1	2	3	4
10. Teacher involvement - school-home relations.	0	1	2	3	4
11. Teacher involvement - group planning.	0	1	2	3	4
12. Parental involvement.	0	1	2	3	4
13. Effective team planning and action.	0	1	2	3	4
14. Desirable teaching modes - college capable teaching matrix.	0	1	2	3	4

(over)

	Doesn't Apply	Of Little Help			Very Helpful
15. Diagnosing educational ills.	0	1	2	3	4
16. The teaching of reading comprehension skills.	0	1	2	3	4
17. The teaching of speaking and listening skills.	0	1	2	3	4
18. The teaching of writing skills.	0	1	2	3	4
19. The teaching of research skills and library usage.	0	1	2	3	4
20. The teaching of critical thinking and problem solving.	0	1	2	3	4
21. The development of creativity.	0	1	2	3	4
22. Evaluative techniques.	0	1	2	3	4
How helpful were the following workshop activities or features in assisting you to reach your workshop objectives?					
23. Your involvement in the preparation of a demonstration lesson on teaching learning skills and subject matter.	0	1	2	3	4
24. Small group interaction.	0	1	2	3	4
25. Large group interaction.	0	1	2	3	4
26. Selection of speakers.	0	1	2	3	4
27. Major topics chosen.	0	1	2	3	4
28. Your opportunities for free expression.	0	1	2	3	4

29. Do you feel this workshop will help you increase your personal effectiveness in working with college capable students? Yes______ No______

30. Would it be valuable to continue this workshop during the 1968-69 school year? Yes______ No______

31. Would a workshop of this type be useful to other members of your school faculty? Yes______ No______

32. Do you feel that administrators and supervisors should be included in the workshop with teachers and counselors? Yes______ No______

33. Were the hours and place of meeting satisfactory to you? Yes______ No______

Comment?____

(continued on next page)

34. Would you prefer to attend a workshop like this on released time rather than for pay? Yes_____ No_____

35. Would you be more inclined to attend such workshops if they were held at your local school or in the school area? Yes_____ No_____

36. What recommendation would you make for SAC-College Capable inservice education in 1968-69?

37. Please comment on the suitability of this evaluative instrument.

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: Instruction Workshops--
Advanced RCI Production Workshop

INSERVICE EVALUATION

Please complete this questionnaire based on your participation in the workshop. Your honest evaluation will help identify strengths and weaknesses in the workshop just concluded, and will help in planning future workshops.

Please circle the appropriate number after each item.

How do you rate the value of the workshop in terms of developing:	Does not apply	Little value			Much value
1. Techniques for correcting reading difficulties?	0	1	2	3	4
2. Techniques for introducing word recognition skills?	0	1	2	3	4
3. Techniques for improving reading comprehension?	0	1	2	3	4
4. Techniques for motivating pupils to read?	0	1	2	3	4
5. Materials to affect pupil attitudes?	0	1	2	3	4
6. Categories of independent SAC reading books by areas of interest?	0	1	2	3	4
7. Local school evaluation of pupil progress?	0	1	2	3	4
8. A bibliography of professional books in teaching reading?	0	1	2	3	4
9. A list of English word parts?	0	1	2	3	4
10. A catalog of supplementary word recognition exercises?	0	1	2	3	4
11. Skills in the use of video-tape?	0	1	2	3	4

12. Comments on the above items:____

____

____

____

____

____

(over)

Please answer the following questions.

13. What were the significant strengths of the workshop?

____

____

____

____

14. What were the significant weaknesses of the project?

____

____

____

____

15. What are your recommendations for future workshops?

____

____

____

____

16. Please comment on the suitability of this instrument for evaluation purposes.

____

____

____

____

Return by July 30, 1968 to:

OFFICE OF RESEARCH AND DEVELOPMENT
at EMERSON MANOR Room 7-153

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: Instruction Workshops-- Basic Reading Workshop

INSERVICE EVALUATION

Please complete this questionnaire based on your participation in the Basic Reading Workshop just concluded. Your cooperation will be greatly appreciated. Please circle one answer for each item.

Years of teaching reading: A. Under 1 B. 1-3 C. 4-6 D. 7-9 E. 10+

How do you rate the value of the workshop in terms of assistance in:	Does not apply	Of little value			Very valuable
1. Understanding the needs and characteristics of the disadvantaged pupil?	0	1	2	3	4
2. Understanding the secondary reading program in the Los Angeles City Schools?	0	1	2	3	4
3. Improving reading skills of pupils?	0	1	2	3	4
4. Using informal diagnostic tests?	0	1	2	3	4
5. Understanding the causes of reading disability?	0	1	2	3	4
6. Developing techniques of teaching reading?	0	1	2	3	4
7. Developing methods of increasing the vocabulary of pupils in reading classes?	0	1	2	3	4
8. Developing a working knowledge of instructional materials?	0	1	2	3	4
9. Planning the remedial lesson?	0	1	2	3	4
10. Developing materials used in teaching reading?	0	1	2	3	4
11. Developing techniques used in evaluating pupil reading progress?	0	1	2	3	4
12. Improving teacher attitudes toward poor readers?	0	1	2	3	4

Please indicate your reactions to the following aspects of the workshop:	Does not apply	Poor			Very good
13. Organization of workshop	0	1	2	3	4
14. Leadership	0	1	2	3	4
15. Panel presentations	0	1	2	3	4
16. Lectures	0	1	2	3	4

(over)

		Does not apply	Poor			Very good
17.	Group discussions	0	1	2	3	4
18.	Teaching demonstrations	0	1	2	3	4
19.	Teacher participation in team activities	0	1	2	3	4
20.	Orientation to research in the teaching of reading	0	1	2	3	4

21. In future workshops, what do you think should be:

(a) emphasized?______________________________

(b) de-emphasized?______________________________

22. Other comments or recommendations:____________________

23. Please comment on the suitability of this evaluative instrument.

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: Instruction Workshops--
Summer Workshop for Instructional Coordinators

INSERVICE EVALUATION

Please complete the questionnaire on the basis of your participation in the workshop. Please circle only one answer for each item.

How would you rate the effectiveness of the workshop in terms of:	Does Not Apply	Not Effective			Very Effective
1. Reviewing the objectives of SAC components?	0	1	2	3	4
2. Clarifying your understanding of the role and responsibilities of the Instructional Coordinator?	0	1	2	3	4
3. Reviewing the range of skills to be taught in a reading classroom?	0	1	2	3	4
4. Reviewing the techniques to be used in reading and reading-centered instruction?	0	1	2	3	4
5. Exploring and developing techniques for improving the efficiency of the SAC office in the local school?	0	1	2	3	4
6. Increasing your understanding of the needs of the disadvantaged learner?	0	1	2	3	4
7. Developing an operational resource guide for the Instructional Coordinator and his office staff?	0	1	2	3	4
8. Developing an informational booklet for SAC instructional staff, administrators and department chairmen?	0	1	2	3	4
9. Developing improved methods of coordinating SAC activities in the local school?	0	1	2	3	4

Please rate the following aspects of the workshop:

	Does Not Apply	Poor			Very Good
10. Organization of workshop	0	1	2	3	4
11. Selection of topics	0	1	2	3	4
12. Presentation of topics	0	1	2	3	4
13. Group participation	0	1	2	3	4
14. Leadership	0	1	2	3	4

153D

(over)

Please answer the following questions.

15. What were the significant strengths of the workshop?

16. What aspects of the workshop needed strengthening?

17. In future workshops of this type what should be:

(a) emphasized?

(b) de-emphasized?

18. Please comment on the suitability of this instrument for evaluative purposes.

19. Other comments and/or recommendations:

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: Instruction Workshops--
Strengthening School-Home Coordination

INSERVICE EVALUATION

Please complete this questionnaire on the basis of your participation in the workshop.

Please circle only one answer for each item.

To what extent were the following workshop goals accomplished?	Does not apply	Not at all			Completely
1. Reviewing School-Home Coordination programs of other school districts.	0	1	2	3	4
2. Reviewing guidelines for School-Home Coordinators in Los Angeles City Schools.	0	1	2	3	4
3. Revising guidelines for School-Home Coordinators in Los Angeles City Schools.	0	1	2	3	4
4. Discussing methods for inclusion of Community Aides in the present School-Home Coordination program.	0	1	2	3	4
5. Developing tentative guidelines for Community Aides.	0	1	2	3	4
6. Developing a uniform daily log for School-Home Coordinators.	0	1	2	3	4
7. Compiling a notebook on the responsibilities of School-Home Coordinators.	0	1	2	3	4

8. Briefly describe any other major activity undertaken in the workshop.

____

____

____

9. How many semesters have you served as a School-Home Coordinator? ____________

(over)

10. In your opinion how has the workshop strengthened the School-Home Coordination program in our district?

____

____

____

11. We all agree that the primary aim of School-Home Coordination is to strengthen the relationship between school and home. In your opinion, what is the next most important objective the program should accomplish?

____

____

____

12. In the past there have been problems related to overlap of School-Home Coordinator functions with those of other certificated positions. What safeguards have been built into ESEA guidelines to avoid such overlap during 1968-69?

____

____

____

13. Please comment on any aspect of the workshop not covered above.

____

____

____

14. Please comment on the suitability of this evaluative instrument.

____

____

____

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: Instruction Workshops--
Exploration of New Modes of Teaching College Capable Students

INSERVICE EVALUATION

Your cooperation in carefully completing this evaluation of the workshop just concluded will be appreciated and will be of value in planning future workshops. Please circle one answer for each item or question.

1. Current assignment: a. Junior High b. Senior High

2. Years of teaching experience: a. under 1 b. 1-3 c. 4-6 d. 7-10 e. 11+

Please rate the following aspects of the workshop:	Does Not Apply	Poor			Very Good
3. Organization of workshop	0	1	2	3	4
4. Leadership in activities of workshop	0	1	2	3	4
5. Selection of the teaching modes emphasized in the workshop	0	1	2	3	4

6. Please comment on the value of the demonstration lessons.

____

____

____

7. The demonstration lesson prepared by you illustrated the use of which of the following teaching methods? (Circle one or more)

a. Student film production
b. Programmed instruction
c. Small group instruction
d. Team teaching
e. Student research

8. How much has your knowledge of the methods of teaching college capable pupils increased by your participation in the workshop? (Circle one answer)

0 Does not apply 1 little or none 2 some 3 much 4 very much

9. Did you teach college capable pupils during school year 1967-68? Yes ___ No ___

10. Are you assigned to teach college capable pupils during 1968-69? Yes ___ No ___

11. How might you use your experience in this workshop to improve your teaching of college capable pupils?

____

____

____

____

153F

(over)

12. What were the significant strengths of the workshop?

13. What aspects of the workshop need strengthening?

14. Please comment on the suitability of this evaluation device.

15. Other comments and/or recommendations:

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: Curriculum Development Workshops--
Development of Supplemental Instructional Materials

WORKSHOP EVALUATION

Your cooperation in carefully completing this questionnaire is appreciated. Your reactions and comments will be of value in planning future workshops.

1. What is your present position?______________________________

2. Please indicate your years of teaching experience. (check one)

__________0-1 __________2-5 __________6-10 __________11+

3. How many years have you taught E&G pupils? (check one)

_____0 _____½ _____1 _____1½ _____2 _____2½

Circle one answer for each item below, indicating your assessment of this workshop in terms of:

	No Opinion	Poor	Fair	Good	Very Good
4. pre-planning sessions	0	1	2	3	4
5. each participant independently developing projects	0	1	2	3	4
6. time allotted for developing materials	0	1	2	3	4
7. availability of supplies	0	1	2	3	4
8. assistance of illustrator	0	1	2	3	4
9. resources from professional libraries	0	1	2	3	4
10. development of materials needed to supplement texts	0	1	2	3	4
11. leader's guidance	0	1	2	3	4
12. solving problems through small-group discussions	0	1	2	3	4
13. instant critique accompanying individual project presentations	0	1	2	3	4
14. innovative techniques presented for correlating developed materials with basic texts	0	1	2	3	4
15. the forms used to evaluate individual projects	0	1	2	3	4

154A

(over)

16. How suitable were materials produced for E&G pupils in area of:

	No Opinion	Poor	Fair	Good	Very Good
a. English?	0	1	2	3	4
b. reading?	0	1	2	3	4
c. math?	0	1	2	3	4
d. social studies?	0	1	2	3	4
e. developing more constructive attitudes toward learning?	0	1	2	3	4

17. Comments: (items 4 through 16) ____

18. What additional materials would you consider desirable to develop for supplementing basic texts used with E & G pupils?

19. Describe fully any new ideas gained from this workshop you will use with your pupils.

20. Please comment on the suitability or any other aspect of this questionnaire.

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Components: Curriculum Development and Counseling Workshops

WEEKLY LOG

According to our information you are participating in the program checked below. A weekly summary of your activities is necessary for evaluation. Please summarize your activities for the week indicated. Attach extra pages if needed. Your cooperation will be greatly appreciated.

PROGRAM

______Development of Supplemental Instructional Materials
______Negro Literature
______Bilingual Math
______Bilingual Social Studies
______Mexican-American Studies
______Research on Community Referral Resources
______Review of Recent Literature
______Continued Research on Prescriptive Teaching
______Revision of E&G Counselor's Handbook
______Group Counselor's Handbook
______Career Guidance Developmental Projects for Disadvantaged Pupils

WEEK OF: 6-17, 6-24, 7-1, 7-8, 7-15, 7-22, 7-29, 8-5, 8-12, 8-19, 8-26-68

Summary of Weekly Activities

By the Monday following each report period, please return this completed form in school mail to:

OFFICE OF RESEARCH AND DEVELOPMENT
at EMERSON MANOR Room 7-154

154B 7-68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: Curriculum Development--
Development of Supplemental Instructional Materials

INDIVIDUAL PROJECT EVALUATION

Position Title:____ Date__________________

Your cooperation in completing this questionnaire is appreciated.

1. Describe fully individual project being evaluated, subject area, and grade planned for:

____

____

____

____

____

____

2. Audio-visual materials included: (Check if applies)

_____Tape recording _____Transparency _____Game _____Worksheet

_____Other (specify)____

3. Circle achievement level(s) planned for: Grade(s) 3 4 5 6 7 8

4. Please rate the appropriateness of this individual project in terms of: (Circle one number for each item)

	Does not apply	No value	Little value	Some value	Much value
a. Use with basic texts	0	1	2	3	4
b. Reading level	0	1	2	3	4
c. Increased pupil interest	0	1	2	3	4
d. Clarifying concepts	0	1	2	3	4
e. Enrichment beyond normal scope of subject	0	1	2	3	4
f. Skill reinforcement	0	1	2	3	4
g. More student participation	0	1	2	3	4
h. Use with total class	0	1	2	3	4
i. Use with small group	0	1	2	3	4
j. Use as independent activity	0	1	2	3	4
k. Improving pupil self-image	0	1	2	3	4

(over)

Comments: (re: items a-k)________________________________

5. Describe briefly the most effective use of this individual project in supplementing the basic text(s).

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: Teaching and Counseling the Disadvantaged Child

INSERVICE EVALUATION

1. Circle your position in your school:
   - A. Administrator
   - B. Consulting Counselor
   - C. Head Counselor
   - D. Assistant Counselor
   - E. Psychometrist
   - F. Teacher

2. Years of counseling experience (circle one only):
   - A. less than 1
   - B. 1-3
   - C. 4-6
   - D. 7-10
   - E. Over 10
   - F. None

3. Years of teaching experience (circle one only):
   - A. less than 1
   - B. 1-3
   - C. 4-6
   - D. 7-10
   - E. Over 10

4. Years of administrative experience (circle one only):
   - A. less than 1
   - B. 1-3
   - C. 4-6
   - D. 7-10
   - E. Over 10

Your honest evaluation will help identify strengths and weaknesses in the workshop just concluded, and will help in planning future workshops.

How helpful were the following presentations in assisting you to reach your workshop objectives? To answer each item below, circle one number in the scale to the right. Circle the zero if you do not remember or did not attend the presentation, or if the presentation was not made.

Workshop Presentations	Doesn't Apply	Of Little Help			Very Helpful
1. Clabe Hangan, "CRYING TIME?"	0	1	2	3	4
2. Marge Amado, "STUDENT PANEL DISCUSSION"	0	1	2	3	4
3. Dr. Fred Hacker, Dr. James Mallory, "TEACHER UNDER PRESSURE"	0	1	2	3	4
4. Black Educators, "NITTY GRITTY IN THE BIG CITY"	0	1	2	3	4
5. Ray Cennceroz, George Carone, Student Panel, "MACHO CHICANO"	0	1	2	3	4
6. William Pajaud, Roberto Chavez, Mark Villagran and John Riddle, "BLACK AND BROWN IMAGES"	0	1	2	3	4
7. Dr. Everett Shostrom, "MAN THE MANIPULATOR"	0	1	2	3	4
8. Don Hayashi, Alan Kumamoto, Doreathea Hill, "PARENT DISCUSSION GROUP"	0	1	2	3	4

(over)

Workshop Presentations	Doesn't Apply	Of Little Help			Very Helpful
9. David Martinez, Joe Ortiz, "WHEN YOU TRIP, YOU FALL"	0	1	2	3	4
10. Ann Post, Rev. Mardosiam, "COMMUNITY INTEGRATION OR DISINTEGRATION?"	0	1	2	3	4
11. Bootstrap Theater, "GLASS HOUSE SHATTERED"	0	1	2	3	4
12. Green Power, "SOCK IT TO 'EM, WATTS WALLOPER"	0	1	2	3	4
13. Clabe Hangan, "ONE MORE TIME"	0	1	2	3	4

How helpful were the following workshop activities or features in assisting you to reach your workshop objectives?

14. Large group leadership - David Rappoport	0	1	2	3	4
15. Large group interaction	0	1	2	3	4
16. Your interaction in large group	0	1	2	3	4
17. Small group leadership - Gene Kocol	0	1	2	3	4
18. Small group leadership - Danny Arellanes	0	1	2	3	4
19. Small group leadership - Bob Ross	0	1	2	3	4
20. Small group leadership - Fred Wilkins	0	1	2	3	4
21. Small group interaction	0	1	2	3	4
22. Your interaction in small group	0	1	2	3	4
23. Selection of speakers	0	1	2	3	4
24. Major topics chosen	0	1	2	3	4
25. Your opportunities for free expression	0	1	2	3	4

26. Do you feel this workshop will help you increase your personal effectiveness in working with educationally disadvantaged students? Yes______ No______

27. Would you want this workshop to occasionally meet during the year? Yes______ No______

28. Would you recommend a workshop like this to your coworkers? Yes______ No______

29. Do you feel that administrators and supervisors should be included in the workshop with teachers and counselors? Yes______ No______

(continued on next page)

30. Were the hours and place of meeting satisfactory to you? Yes_____ No_____

Comment? ______________________________

____

31. Would you prefer to attend a workshop like this on released time rather than for pay? Yes_____ No_____

32. Would you be willing to contine in this workshop on a voluntary non-pay basis during the school year? Yes_____ No_____

33. Would you be willing to attend similar workshops if they were held at your local school or in your attendance area during the year? Yes_____ No_____

34. What recommendations would you make for ESEA inservice education in 1968-69?

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LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: Teaching and Counseling the Disadvantaged Child, II

INSERVICE EVALUATION

1. Circle your position in your school:
   - A. Administrator
   - B. Consulting Counselor
   - C. Head Counselor
   - D. Assistant Counselor
   - E. Psychometrist
   - F. Teacher

2. Years of counseling experience (circle one only):
   - A. less than 1
   - B. 1-3
   - C. 4-6
   - D. 7-10
   - E. Over 10
   - F. None

3. Years of teaching experience (circle one only):
   - A. less than 1
   - B. 1-3
   - C. 4-6
   - D. 7-10
   - E. Over 10

4. Years of administrative experience (circle one only):
   - A. less than 1
   - B. 1-3
   - C. 4-6
   - D. 7-10
   - E. Over 10

Your honest evaluation will help identify strengths and weaknesses in the workshop just concluded, and will help in planning future workshops.

How helpful were the following presentations in assisting you to reach your workshop objectives? To answer each item below, circle one number in the scale to the right. Circle the zero if you do not remember or did not attend the presentation, or if the presentation was not made.

Workshop Presentations	Doesn't Apply	Of Little Help			Very Helpful
5. Clabe Hangan, "WHEN THE SAINTS COME MARCHING IN?"	0	1	2	3	4
6. Marge Amado, "STUDENT SMALL GROUP"	0	1	2	3	4
7. Consuelo Raya, "EAST L. A. SPEAKS UP"	0	1	2	3	4
8. Dr. Charles Thomas, "IDENTITY, CONFLICT, ALIENATION"	0	1	2	3	4
9. Herb Blavat, "BROWN BERET ENCOUNTER"	0	1	2	3	4
10. William Pajaud, John Riddle, "BLACK AND BROWN IMAGES"	0	1	2	3	4
11. Dr. Everett Shostrom, "MAN THE MANIPULATOR"	0	1	2	3	4
12. Henry Waxman, "POLITICS AND POVERTY"	0	1	2	3	4
13. Bootstrap Theater, "GLASS HOUSE SHATTERED"	0	1	2	3	4

Workshop Presentations	Doesn't Apply	Of Little Help			Very Helpful
14. Henry Mitchell, "HUMAN RELATIONS"	0	1	2	3	4
15. David Martinez, Joe Ortiz, "DRUG ABUSE"	0	1	2	3	4
16. Bobbi Jenene Collins, Kathy Fearn, "SUCCESS?"	0	1	2	3	4
17. Herb Jackson, "VOICES FROM THE STREET"	0	1	2	3	4
18. Black Educators, "NITTY GRITTY IN THE BIG CITY"	0	1	2	3	4
19. Clabe Hangan, "SOMEWHERE OVER THE RAINBOW?"	0	1	2	3	4

How helpful were the following workshop activities or features in assisting you to reach your workshop objectives?

20. Large group leadership - David Rappoport	0	1	2	3	4
21. Large group interaction	0	1	2	3	4
22. Your interaction in large group	0	1	2	3	4
23. Small group leadership - Gene Kocol	0	1	2	3	4
24. Small group leadership - Danny Arellanes	0	1	2	3	4
25. Small group leadership - Bob Ross	0	1	2	3	4
26. Small group leadership - Fred Wilkins	0	1	2	3	4
27. Small group leadership - David Rappoport	0	1	2	3	4
28. Small group interaction	0	1	2	3	4
29. Your interaction in small group	0	1	2	3	4
30. Interaction before workshop begins	0	1	2	3	4
31. Interaction during nutrition	0	1	2	3	4
32. Interaction during lunch	0	1	2	3	4
33. Interaction after workshop ends	0	1	2	3	4
34. Selection of speakers	0	1	2	3	4
35. Major topics chosen	0	1	2	3	4
36. Your opportunities for free expression	0	1	2	3	4

(continued on next page)

37. Do you feel this workshop will help you increase your personal effectiveness in working with educationally disadvantaged students? Yes______ No______

38. Would you want this workshop to occasionally meet during the year? Yes______ No______

39. Would you recommend a workshop like this to your coworkers? Yes______ No______

40. Do you feel that administrators and supervisors should be included in the workshop with teachers and counselors? Yes______ No______

41. Were the hours and place of meeting satisfactory to you? Yes______ No______

Comment?____

____

42. Would you prefer to attend a workshop like this on released time rather than for pay? Yes______ No______

43. Would you be willing to continue in this workshop on a voluntary non-pay basis during the school year? Yes______ No______

44. Would you be willing to attend similar workshops if they were held at your local school or in your attendance area during the year? Yes______ No______

45. What recommendations would you make for ESEA inservice education in 1968-69?

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LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Auxiliary Services Component: Neglected and Delinquent Children

EVALUATION OF WORKSHOP I

Public School Teacher__ Nonpublic School Teacher__ Other____________________
(Please check) (identify)

1. Please rate the value of each session in terms of the following:

   a. To help teachers understand the special problems of teaching neglected and delinquent children.

	MEETING		Did not Attend	No Value	Little Value	Some Value	Great Value
I.	"Problems of children in Institutions" Panel discussion	1/22					
II.	"Juvenile Hall" Field Trip	2/5					
III.	"The Planned Classroom" Dr. Frank Hewett	2/19					
IV.	"The Battered Child" Mrs. Helen Boardman	2/26					
V.	"Problems of Teachers in the Classroom" Dr. Hiawatha Harris	3/4					
VI.	"The New Youth" Ross Greek, Minister	3/18					
VII.	"School and Narcotics" Sergeant Mike Markulis	3/25					
VIII.	"Behavior Problems in the Classroom" Discussion	4/1					
Overall Rating of the series of meetings							

Comments____

2. What was the most significant insight gained from each meeting?

I. (1/22)____

II. (2/5) ____

III. (2/19)____

IV. (2/26)____

V. (3/4) ____

VI. (3/18)____

VII. (3/25)____

VIII. (4/1) ____

3. The insights gained from this workshop may suggest means of improving the attitudes of neglected and delinquent children toward school. Please explain any changes you plan in the following general areas:

Teaching____

Counseling____

Pupil behavioral change____________________________________

4. What recommendation do you have for improving this type of workshop?

____

____

____

5. Do you wish to make any other observations that may aid in the assessment of the workshop?______________________________

____

____

____

*   *   *   *   *   *   *   *

Evaluation of this Questionnaire

1. What is your opinion of this questionnaire as an evaluation instrument?

____

____

____

2. Does this device adequately cover the various aspects of the inservice workshop?   Yes____   No____

Please comment__________________________________

____

____

Return to:
OFFICE OF RESEARCH AND DEVELOPMENT
Administrative Offices - Rm. G-280
By: April 2, 1968

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Auxiliary Services Component: Neglected and Delinquent Children

EVALUATION OF WORKSHOP II
(a structured interview)

Public School Teacher__ Nonpublic School Teacher__ Other______________________
(identify)

1. In what subject area do you anticipate teaching during the summer program?

______________________________ ______________________
(area) (level)

2. What were some of the most valuable aspects of this series of workshop meetings?

____

____

____

____

____

____

3. Describe the type of assistance the workshop provided you in the following categories:

   a. Materials for your teaching area______________________

   ____

   ____

   ____

   ____

   b. Techniques or methods of teaching the neglected or delinquent child______________________________________

   ____

   ____

   ____

   ____

4. How effective was the planning and organization of this workshop?

Very ineffective 1	2	3	Very effective 4

Comments____

5. At this time, how would you rate the overall value of this workshop?

No value 1	2	3	Great value 4

6. What recommendation do you have for improving this type of workshop?

7. Do you wish to make any other observations that may aid in the assessment of the workshop?

Return to:
OFFICE OF RESEARCH AND DEVELOPMENT
Administrative Offices - Rm. G-280
By: June 13, 1968

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Auxiliary Services Component: Neglected and Delinquent Children

EVALUATION OF WORKSHOP III

1. Identify the kind of position you occupy____________________

2. What were some of the most valuable aspects of this series of workshop meetings?

3. Describe the type of assistance the workshop provided you in the following categories:

   a. Basic knowledge (psychological, educational, administrative) concerning tutorial or homework needs.

   b. Techniques or methods of working with the neglected and delinquent child.

4. How effective was the planning and organization of this workshop?

Very ineffective			Very effective
1	2	3	4

Comments

5. At this time, how would you rate the overall value of this workshop?

No value			Great value
1	2	3	4

6. What recommendations do you have for improving this type of workshop?

7. Do you wish to make any other observations that may aid in the assessment of the workshop?

Return to:
OFFICE OF RESEARCH AND DEVELOPMENT
Administrative Offices - Rm. G-280
By:

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Component: Auxiliary Services, Summer 1968

PUPIL EVALUATION

Boy___ Girl___ Grade Level______________ Date__________________
(Please check)

Summer School Location____

1. Please check the class or activity that you took part in this summer: How much did you like it? (Circle the number)

	Not At All	Some	Much	Very Much
___Reading	1	2	3	4
___Mathematics	1	2	3	4
___Arts and Crafts	1	2	3	4
___Health Education or Sex Education . .	1	2	3	4
___Speech Correction	1	2	3	4
___Cooking as a Hobby.	1	2	3	4
___Recreation and. . . . . Physical Education	1	2	3	4
___Pre-Occupational. . . . . Training Program	1	2	3	4
___Shop Class.	1	2	3	4
______________________________ Kind of Shop Class				
___Field Trip.	1	2	3	4
______________________________ Kind of Trip				
___Other	1	2	3	4
______________________________ Kind of Activity				

2. As a result of your going to summer school, how much do you think you have improved in the following areas: (Check the column that applies to you for each item.)

	No Improvement	Little Improvement	Some Improvement	Much Improvement
Reading skills	____	____	____	____
Mathematics or arithmetic skills	____	____	____	____
Work habits	____	____	____	____
Getting along with other pupils	____	____	____	____
Getting along with teachers	____	____	____	____

3. Of how much value was summer school? (Circle the number under the word or words that tell how good it was.)

No Value	Little Value	Some Value	Much Value
1	2	3	4

4. Indicate what you liked best about summer school by writing your choices in the blanks (1st, 2nd, 3rd, 4th).

____The subjects and activities

____Being with classmates

____The teachers and teaching assistants

____Other (Explain)____________________

____

5. What kinds of activities would you like to have included in next year's summer school?

____

____

____

____

Return to:
OFFICE OF RESEARCH AND DEVELOPMENT
Administrative Offices G-280
By: August 16, 1968

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Auxiliary Services Component: Neglected and Delinquent Children

PROJECT PERSONNEL REACTION FORM

(Please check)

____Teacher

____Health Team Member

____Therapeutic Team Member

____Teaching Assistant

____Other____

1. Please rate the effectiveness of the project in improving pupils':

	No Value	Little Value	Much Value	Very Much Value
Achievement in your subject or activity	___	___	___	___
Work Habits	___	___	___	___
Cooperation	___	___	___	___
Relationships with other pupils	___	___	___	___
Relationships with adults	___	___	___	___
Self-concept and attitudes	___	___	___	___

2. Rate the overall effectiveness of the program (Circle)

No Value	Little Value	Some Value	Much Value
1	2	3	4

3. Please make brief comments and suggestions regarding various aspects of the project. You are not limited to the items listed.

Relationships between faculty and administration________________

____

____

____

Your class size______________________________

Plant facilities, equipment, instructional materials______________________________

Curriculum offerings, class and work schedules______________________________

Activities or techniques that have been effective (indicate grade level)______

Strengths of the program______________________________

Weaknesses of the program or major problems encountered______________________________

Suggestions for improvement______________________________

4. Did you develop any measuring instruments (tests) to assess the progress of the pupils? Yes___ No___
If yes, please attach copies.

5. Describe briefly any human interest materials or incidents developing from this project (append available exhibits)________________________________

____

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Return to:
OFFICE OF RESEARCH AND DEVELOPMENT
Administrative Offices G-280
By: August 16, 1968

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Auxiliary Services Component: Neglected and Delinquent Children

CONTINUED CONTACT

_______________________________________ ______ __________
Last Name First Age Date

_______________________ Boy__ Girl__ ____________
School (check) Grade Level

The questions below are about the summer school program you attended last summer(1967).

1. The thing I liked most about the summer program was____________________

____

____

2. If I could change anything about the program that I wanted to change, I would

____

____

3. If they offer the program again next summer, I want to____________________

____

____

4. I think summer school helped me most with____________________

____

____

5. My teacher was____________________

____

____

6. The pupils in my class were____________________

____

____

LOS ANGELES CITY SCHOOL DISTRICTS
Auxiliary Services Division
Child Welfare and Attendance Branch

DIAGNOSTIC TEST OF CONVERSATIONAL SPANISH
(Summer 1968)

NAME: ______________________________

TO THE BEST OF YOUR ABILITIES ANSWER THE FOLLOWING QUESTIONS:

1. ¿Cómo se llama usted? ______________________________
2. ¿Cuántos años tiene usted? ______________________________
3. ¿Cuál es su apellido? ______________________________
4. ¿Dónde vive usted? ______________________________
5. ¿Cuál es su dirección? ______________________________
6. ¿Cuál es el numero de su teléfono? ______________________________
7. ¿Cuándo cumple años? ______________________________
8. ¿Cuántos años va a cumplir? ______________________________
9. ¿Vive en apartamento alquilado o propio? ______________________________
10. ¿Vive en casa alquilada o propia? ______________________________
11. ¿Con quién vive usted? ______________________________
12. ¿Cuántos hay en su familia? ______________________________
13. ¿Es usted casado-a, o soltero-a? ______________________________
14. De su familia, ¿quién trabaja? ______________________________
15. ¿Cuántos hermanos tiene? ______________________________
16. Si tiene hermanos, ¿cómo se llaman? ______________________________
17. ¿Qué edad tiene el-la mayor? ______________________________
18. ¿Qué edad tiene el-la menor? ______________________________
19. ¿Quién es su mejor amigo-a? ______________________________
20. ¿Dónde trabaja usted? ______________________________

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21. ¿Hace mucho tiempo que trabaja allí? ____________________

22. ¿Le gusta su trabajo? ____________________

23. ¿Cuál es su función principal? ____________________

24. ¿Quién-es le ayuda-n en su trabajo? ____________________

25. ¿Trabaja solo? ____________________

26. ¿Cuántas horas trabaja? ____________________

27. ¿A qué hora sale de su casa por la mañana? ____________________

28. ¿A qué hora llega? ____________________

29. ¿Vive lejos del trabajo? ____________________

30. ¿Vive cerca de su trabajo? ____________________

31. ¿Llega tarde o temprano? ____________________

32. ¿Qué hace cuando tiene hambre? ____________________

33. ¿Qué hace si tiene sueño? ____________________

34. ¿Dónde le gusta trabajar más? ____________________

35. ¿A qué hora come? ____________________

36. ¿Con quién come? ____________________

37. ¿Qué usa en su trabajo? ____________________

38. ¿Es necesario el carro en su trabajo? ____________________

39. ¿Cuánto tiempo usa el carro? ____________________

40. ¿Qué tiempo hace hoy? ____________________

LOS ANGELES CITY SCHOOL DISTRICTS
Auxiliary Services Division
Child Welfare and Attendance Branch

ORAL DIAGNOSTIC TEST OF CONVERSATIONAL SPANISH
(Summer 1968)

TO THE BEST OF YOUR ABILITIES READ AND COMPLETE THE FOLLOWING:

Me llamo______________________________

Hoy es______________________________

Estoy en______________________________

Soy________________de la oficina de asistencia escolar.

Tengo________________años.

Cumplo________________años el________________

Trabajo en la oficina________________________

Vivo en____________________, número__________

Trabajo de____________________hasta____________

El teléfono de mi oficina es____________________

Yo trato de ayudar a________________y__________de las escuelas.

Yo tengo________________años trabajando aquí.

He vivido________________años en los Angeles.

Vivo________________del trabajo.

Mi trabajo________________mucho porque es muy interesante.

Mi superior es____________________________

CHILD WELFARE AND ATTENDANCE BRANCH
DIAGNOSTIC TEST OF CONVERSATIONAL SPANISH
SUMMER 1968
EVALUATION CHECK LIST

TO BE USED AFTER PARTICIPATING IN INTERVIEW.

NAME OF STUDENT:________________________

NAME OF COMMUNITY PERSON:________________

NAME OF JUDGE:__________________________

1. VERBAL SPANISH:	OUTSTANDING	ADEQUATE	INADEQUATE
Greetings			
Introduction			
Presentation of problem			
Interpretation of School			
2. AUDITORY-VOCABULARY:			
Understands			
3. SPEAKING:			
Words Selection			
Pronunciation			
Vowel Sounds(a,e,i,o,u)			
Consonants to be aware of: (ll,ñ,rr,gue,gui,ge,gi)			
Entonation			

4. SENTENCE STRUCTURE:	OUTSTANDING	ADEQUATE	INADEQUATE
Affirmative	________	________	________
Negative	________	________	________
Interrogative	________	________	________
Adjective position	________	________	________
Adjective agreement	________	________	________
5. VERB ENDINGS:			
Persons	________	________	________
Present Tense	________	________	________
Past Tense	________	________	________
Future Tense	________	________	________
6. ABILITY TO SOLVE UNKNOWN PROBLEMS:	________	________	________

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Auxiliary Services Component: CWA-Conversational Spanish Inservice Training Course

WORKSHOP EVALUATION FORM

Participant___
Leader___
Community Representative___

Number of morning sessions attended___
Number of afternoon sessions attended___

Your reactions and comments are needed to complete the evaluation of the CWA-Conversational Spanish Inservice Training Course. Please indicate your rating of the workshop by circling the appropriate number of each of the following items, noting that 1 is low or Quite Inadequate and 4 is high or Highly Adequate.

	Doesn't Apply	Quite Inadequate	Less Than Adequate	Adequate	Highly Adequate
1. Adequacy of time scheduled for increasing Spanish conversational ability	0	1	2	3	4
2. Presentation of lessons	0	1	2	3	4
3. Participant interaction	0	1	2	3	4
4. Effectiveness of classroom assignments	0	1	2	3	4
5. Effectiveness of out-of-class assignments	0	1	2	3	4
6. Adequacy of course content	0	1	2	3	4
7. Method of evaluating individual progress	0	1	2	3	4
8. Workshop leader-participant ratio	0	1	2	3	4
9. Increase in participant's Spanish conversational ability	0	1	2	3	4
10. Appropriateness of lesson content for school and home contact by CWA worker	0	1	2	3	4
11. Assistance in learning provided by community representatives	0	1	2	3	4
12. Overall effectiveness of the inservice workshop	0	1	2	3	4

(over)

13. What additional kinds of help or experiences do you feel you still need to be more effective in the use of conversational Spanish?

a.____

____

b.____

____

c.____

____

d.____

____

14. Please make any comments you wish below:

____

____

____

____

____

____

RETURN TO:

OFFICE OF RESEARCH AND DEVELOPMENT
Administrative Offices G-280

BY:

CONTROL NUMBER	MARK AT RIGHT									
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
	▶	0	1	2	3	4	5	6	7	8	9

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Component: Multicultural Leadership

STUDENT EVALUATION

Date________ Grade_____ Group No._____ Your School__________________________________

During this program you have been following a busy schedule of activities. We have listed some of these activities and would now like to know how you rate them in order to improve the program.

To show how you feel about each item below, fill in one box for each question. Use a number two pencil and fill in the boxes neatly and completely. If you make a mistake, erase completely. Return this form without folding it. Darken the box marked 0 if you did not participate in or observe an activity during the past three days.

	Does Not Apply	Unfavorable		Favorable	
1. Rules and regulations	1. 0	1	2	3	4
2. Recreation with other ethnic groups	2. 0	1	2	3	4
3. Discussion leaders	3. 0	1	2	3	4
4. Quality of meals	4. 0	1	2	3	4
5. Orientation sessions	5. 0	1	2	3	4
6. Problem-solving sessions	6. 0	1	2	3	4
7. Tour of the area	7. 0	1	2	3	4
8. Discussions of different cultures	8. 0	1	2	3	4
9. Adequacy of housing	9. 0	1	2	3	4
10. Daily time schedule	10. 0	1	2	3	4
11. Meeting students from other areas of the city	11. 0	1	2	3	4
12. Adult supervision	12. 0	1	2	3	4
13. Learning about leadership techniques	13. 0	1	2	3	4
14. Discussions of school problems	14. 0	1	2	3	4
15. Discussions of community problems	15. 0	1	2	3	4
16. Meeting students of other ethnic groups	16. 0	1	2	3	4
17. Final group presentations	17. 0	1	2	3	4
18. Science activity (Riverside only)	18. 0	1	2	3	4
19. Lecture on Indonesia (Riverside only)	19. 0	1	2	3	4

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20. **Would you like to attend another program like this?** **Yes__ No__**

21. **What could be done to improve this program?**

22. **What have you learned about your own attitude toward members of other ethnic groups?**

23. **How would you make use of the experiences gained from this program in your school?**

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Component: Multicultural Leadership

STAFF EVALUATION

Date________________________

(circle one number for each item)

Several sessions have been completed in this program. Please rate how effective you feel this program has been in assisting students to:	Does not Apply	Not Effective			Very Effective
1. Increase their sensitivity to problems in human relations	0	1	2	3	4
2. Increase their appreciation for different cultures	0	1	2	3	4
3. Increase their tolerance for other ethnic groups	0	1	2	3	4
Please rate how effective the program was in terms of:					
4. General planning	0	1	2	3	4
5. Time scheduling of activities	0	1	2	3	4
6. Selection of staff personnel	0	1	2	3	4
7. Selection of location	0	1	2	3	4
8. General physical facilities	0	1	2	3	4
9. Inservice preparation of program staff	0	1	2	3	4
10. Help provided staff by supervisors	0	1	2	3	4
11. Clarity of program objectives	0	1	2	3	4
12. Clarity of means to attain objectives	0	1	2	3	4

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13. As a result of this multicultural experience, can you cite evidence of change (in a positive direction) of pupil attitudes toward other ethnic groups?

14. Cite examples of opportunities provided participants to:

a) Exercise leadership skills

b) Experience cultural enrichment

c) Increase their sensitivity to problems in human relations

15. Please indicate recommendations for improving the program

RETURN TO:
OFFICE OF RESEARCH AND DEVELOPMENT
Administrative Offices G-280
BY: August 5, 1968

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PLEASE DO NOT FOLD OR STAPLE

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

CONTROL NUMBER	MARK AT RIGHT ▶									
		0	1	2	3	4	5	6	7	8
		0	1	2	3	4	5	6	7	8
		0	1	2	3	4	5	6	7	8
		0	1	2	3	4	5	6	7	8
		0	1	2	3	4	5	6	7	8
		0	1	2	3	4	5	6	7	8

Human Relations Training Program

STAFF EVALUATION

Use a number two pencil and fill in each box completely for the answer you select. If you make a mistake, erase thoroughly. Please check your school position from the following: 1. Teacher__ 2. Principal__ 3. Vice Principal__ 4. Counselor__ 5. Registrar__ 6. Other__________________
(Identify)

How do you rate the information gained from this conference for helping the school staff to:	Doesn't Apply	Very Ineffective			Very Effective
1. Involve students in the total school program?	0	1	2	3	4
2. Improve teacher acceptance of students?	0	1	2	3	4
3. Improve communication with the parents of incoming students?	0	1	2	3	4
4. Promote the assimilation of students in all aspects of the school program?	0	1	2	3	4
5. Quell rumors and over-reactions to stress situations?	0	1	2	3	4
6. Promote staff acceptance of integration?	0	1	2	3	4
7. Communicate factual and positive information about schools?	0	1	2	3	4
8. Promote recognition in the school of contributions of all ethnic groups?	0	1	2	3	4
9. Initiate or strengthen the Citizens' Advisory Committees in the schools?	0	1	2	3	4
10. Improve student-faculty coordination of human relations activities?	0	1	2	3	4
11. Stabilize the residential patterns in the school community?	0	1	2	3	4
12. Resolve intergroup conflicts?	0	1	2	3	4
13. Involve students in real decisions regarding school policy, rules and regulations?	0	1	2	3	4
Please rate:	0	1	2	3	4
14. The overall effectiveness of the conference presentations and discussions.	0	1	2	3	4
15. The practicality of plans suggested for immediate implementation in your school.	0	1	2	3	4
16. The contribution of the program to your understanding of human relations.	0	1	2	3	4
17. The adequacy of this questionnaire for evaluating the conference.	0	1	2	3	4
	0	1	2	3	4

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18. Comments on items (1-17)

____
____
____
____
____
____
____
____

19. Do you feel that issues were adequately explored? Yes__ No__

20. List any topics or discussion areas which you feel should have been included in the program.

____
____
____
____
____
____
____

21. Do you feel that participation at the conference was free and open for all members? Yes__ No__

Comments________________________________
____
____
____
____
____

Return to:
OFFICE OF RESEARCH AND DEVELOPMENT
Administrative Offices G-280
BY: August 12, 1968

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DO NOT FOLD OR STAPLE THIS FORM. Replace in envelope and return to the leader of your discussion group.

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Office of Urban Affairs Component:
Development of Curriculum for Education Aides III

QUESTIONNAIRE FOR HANDBOOK COMMITTEE

Your reactions and comments are needed to complete the evaluation of the Education Aides Handbook project. Since the evaluation is dependent upon the responses of all committee members, it is important that we obtain a questionnaire from each person who served.

Please make brief comments on the items below:

1. Adequacy of representation of involved groups on the handbook committee

2. Preliminary planning, organization and division of committee work

3. Critical evaluation of all elements of the handbook

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(over)

4. How do you expect the handbook will be used?

5. What recommendations would you make to improve the handbook project?

6. Additional comments.

Please place in enclosed, stamped, addressed envelope and return to: Office of Research and Development, 450 North Grand Avenue, Los Angeles, California 90012

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Urban Affairs Component: Teacher-Coordinator Training
(Volunteers)
WORKSHOP EVALUATION

You can help in the planning of future workshops by completing the following items:

1. At what educational level do you teach? Elementary___ Secondary___

2. With which schools are you affiliated? Public___ Nonpublic___

3. Please check your teacher status:

Substitute___, Provisional___, Intern___, Conditional___, Probationary___1 2 3
Permanent___

4. Have you had prior experience in working with school volunteers or tutors?

Yes___ No___

If "yes" a) In what capacity?______________________________

b) For how many semesters?______________________________

5. How many daily workshop sessions did you attend? (Circle) 1 2 3 4 5

Rate the effectiveness of the workshop in the following areas by circling the appropriate number to the right:

	Very Ineffective			Very Effective
6. Leadership	1	2	3	4
7. Workshop plan and organization	1	2	3	4
8. Total-group discussion	1	2	3	4
9. Small-group activities	1	2	3	4
10. Self-initiated activities	1	2	3	4
11. Resource materials	1	2	3	4
12. Outside speaker	1	2	3	4

13. How helpful was the workshop in the following areas?

	Not Helpful		Very Helpful	
Orientation for: a. volunteers	1	2	3	4
b. school administrators	1	2	3	4
c. faculty	1	2	3	4
d. parents of all children enrolled	1	2	3	4
e. pupils	1	2	3	4

How effective was the workshop in the following areas?

	Very Ineffective		Very Effective	
14. The mechanics of organizing a school volunteer program	1	2	3	4
15. Working relationships between school personnel and volunteers	1	2	3	4
16. Development of communication procedures	1	2	3	4
17. In-school volunteer program evaluation	1	2	3	4

18. Do you feel that this workshop experience will make you a more effective coordinator? Yes___ No___

19. In which areas was the workshop most effective?______________________________

____

____

20. Which workshop areas require more in-depth attention?______________________________

____

____

21. Were there activities that could have been terminated earlier or eliminated from the workshop? Yes___ No___

If "yes", explain:______________________________

____

____

22. Other comments relative to the workshop:______________________________

____

____

____

* * * * * * * * * * * * * * * * * * *

23. How would you rate the suitability of this evaluation instrument?

Inadequate Adequate
1 2 3 4

Comment:______________________________

____

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By:

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LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Urban Affairs Component: Teacher-Coordinator Training (Volunteers)

EVALUATION OF WORKSHOP BY LEADERS

Your comments on each of the following aspects of the teacher-coordinator (volunteers) training program would be helpful for evaluation purposes. Use additional sheets if necessary.

Selection of workshop participants

Topics and activities included in the workshop

Facilities, equipment, materials

Time schedules

Strengths

Weaknesses

Suggestion for improvement

Return to:
OFFICE OF RESEARCH AND DEVELOPMENT
Administrative Offices G-280
By: August 16, 1968

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LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Special Education Component: Inservice Education

EVALUATION OF INSERVICE SESSIONS - SPECIAL EDUCATION

DIRECTIONS: Items should be answered as they relate to the value that you received from the inservice sessions.

Rate the item on a 4 - point scale. A "1" rating indicates the item as having no value; a "4" rating would indicate the item as having much value. Please circle the appropriate number.

		Value			
		None	Little	Some	Much
A.M.	1. Orientation to total program	1	2	3	4
	2. Orientation to physical education	1	2	3	4
	3. Orientation to assessment concepts	1	2	3	4
	4. Orientation to science and health	1	2	3	4
	5. Orientation to reading and language	1	2	3	4
	6. Orientation to mathematics and social studies	1	2	3	4
P.M.	7. Lecture by outside speaker	1	2	3	4
	8. In-depth study of the assessment program	1	2	3	4
	9. In-depth study of the reading and language program	1	2	3	4
	10. Group conference related to theme of the week (as it applies)				
	a) Assessment	1	2	3	4
	b) Service	1	2	3	4
	c) TMR	1	2	3	4

11. To aid in the assessment of the inservice sessions, please comment on any of the following or other items you feel are relevent: selection of topics, time scheduling, use of videotape, use of instructional aids, evaluation instruments used, or suggestions for future planning.

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LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Special Education Component: Inservice Education

EDUCATIONAL OBJECTIVES

ELEMENT EVALUATED: A. - Instructional material (specify)__________
B. - Demonstration (specify)__________
C. - Critical incident (specify)__________

DIRECTIONS: The items below are stems used to introduce educational objectives developed by Taba and organized on the basis of Bloom's Taxonomy. Check one or more of the stems that you feel are applicable to the inservice demonstration. Then extend these stems as illustrated.

ILLUSTRATIONS:
1.5 ✓ To recall the names of primary colors
2.1 ✓ To classify the shape of objects - circle, square
5.2 ✓ To infer the relation that if one object is larger than a second and if the second is larger than a third then the first is larger than the third (If A>B and B>C, then A>C)
6.2 ✓ To document, by library research, that the American Indians introduced corn and wild turkey to the diet of the early settlers.

KNOWLEDGE

1.1 ___ To define__________
1.2 ___ To derive__________
1.3 ___ To identify__________
1.4 ___ To inquire__________
1.5 ___ To recall__________

COMPREHENSION

2.1 ___ To classify__________
2.2 ___ To debate__________
2.3 ___ To distinguish__________
2.4 ___ To recognize__________
2.5 ___ To transfer__________

APPLICATION

3.1 ___ To acquire__________
3.2 ___ To develop__________
3.3 ___ To increase__________
3.4 ___ To organize__________

ANALYSIS

4.1 ___ To analyze______________________________

4.2 ___ To compare______________________________

4.3 ___ To contrast______________________________

4.4 ___ To differentiate______________________________

4.5 ___ To experiment______________________________

SYNTHESIS

5.1 ___ To combine______________________________

5.2 ___ To infer relation______________________________

5.3 ___ To modify______________________________

5.4 ___ To relate______________________________

5.5 ___ To synthesize______________________________

EVALUATION

6.1 ___ To deduce______________________________

6.2 ___ To document______________________________

6.3 ___ To evaluate______________________________

6.4 ___ To interpret______________________________

6.5 ___ To supplement______________________________

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Component: Special Education for the Handicapped

INSTRUCTIONAL MATERIALS EVALUATION

Your assistance in the evaluation of the current summer program would be appreciated.

Check the level of your class: EMR Elementary__ EMR Secondary__
Preschool__ Primary__ Upper__

Please rate the items that you have used during this period. Rate the items on a 4-point scale. A "1" rating indicates the items as of little value; a "4" rating would indicate the items as of much value. Circle the appropriate number.

ITEM	Little			Much
1. Peabody Kit	1	2	3	4
2. SRA Reading Lab Kit - Primary	1	2	3	4
3. Sullivan Reading Program	1	2	3	4
4. Judy Puzzles	1	2	3	4
5. Language Master Cards	1	2	3	4
6. EFI Audio Flashcards	1	2	3	4
7. Filmstrips	1	2	3	4
8. Vowel Charts	1	2	3	4
9. Listening Centers	1	2	3	4

Please list and rate any titles that you used in the categories as shown.

1. Story Records				
Title:	1	2	3	4
Title:	1	2	3	4
Title:	1	2	3	4
2. Beginner Books				
Title:	1	2	3	4
Title:	1	2	3	4
Title:	1	2	3	4

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	Little			Much
3. Torchlighter Library, Owl Books, etc.				
Title:	1	2	3	4
Title:	1	2	3	4
Title:	1	2	3	4
4. Science Kits				
Title:	1	2	3	4
Title:	1	2	3	4
Title:	1	2	3	4
5. Ditto Masters				
Title:	1	2	3	4
Title:	1	2	3	4
Title:	1	2	3	4
6. Percussion musical instruments				
Type:	1	2	3	4
Type:	1	2	3	4
7. Other items:				
______________________________	1	2	3	4
______________________________	1	2	3	4
______________________________	1	2	3	4

8. Please comment upon the appropriateness of instructional materials for the level at which used.

____

____

____

____

____

____

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Special Education Component

STAFF EVALUATION

Your cooperation in completing this evaluation on the basis of your experience with the component is very much appreciated.

Component:______________________________

1. Please rate component effectiveness by circling the appropriate number.

Poor			Good
1	2	3	4

2. Please comment on the following areas relative to this component.

Strengths:____

Weaknesses:____

Recommendations:____

Return completed form by____________________. The address is on the back of this page. Fold, Staple, and place in school mail.

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LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Component: Special Education
PUPIL PERSONNEL INFORMATION

- - - - - -
(1-6)

	1 Span 2 Other W 3 Ne 4 Orient 5 Am Ind 6 Other NW			1 MR 2 Hard of Hearing 3 Deaf 4 Speech H 5 Visual H 6 Emot Dis 7 Crippled 8 Other	Marks June 1967								Pre-tests							Post Marks								Post-tests						
(7-9) Pupil Roster		Sex	Grade Level		A	B	C	D	F	E	S	U								A	B	C	D	F	E	S	U							
Name	10	11	12-14	15	16	17	18	19	20	21	22	23								48	49	50	51	52	53	54	55							
001																																		
002																																		
003																																		
004																																		
005																																		
006																																		
007																																		
008																																		
009																																		
010																																		

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LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Special Education Component: Inservice Education

ANECDOTAL RECORD

Pupil:________________ Teacher:________________ School:________________

Situation: 1) Teacher-directed lessons 2) P.E. 3) Recess 4) Nutrition or lunch 5) Other (please specify)

Situation Number	Date	Observation of Behavior	Action, Result or Follow-up

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LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Special Education Component: Inservice Education

CERTIFICATED PERSONNEL CENSUS

Participant's Name________________________________ Date______ Sex: M__ F__
(optional)

Years teaching ___ Years Regular___ Years Special Education___

Years administration___ Years Regular___ Years Special Education___

Please check any items that apply:

Credentials For:

Teaching in a regular school___ Blind ___ Pupil Personnel___

Admin. or Supervision ___ Deaf ___ Health Services___

Mentally Retarded ___ Speech___ Orthopedic ___

Degrees:

Bachelor's ___ R. N. ___ M. D. ___

Master's ___ P.H.N.___

Ph.D. or Ed.D.___ Other____
(specify)

Major Assignment:

1. Teacher ___

   Type of class taught: This year__________________ Level___
   (Reg? Special? etc.)

   Type of class anticipated: This year__________________ Level___
   (Reg? Special? etc.)

2. Administrator___

3. Counselor ___

4. Nurse ___

5. Doctor ___

6. Psychologist ___

7. Other____________________________
(specify)

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LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Special Education Component: Inservice Education

VIDEOTAPE LOG

Date	Title or Description	No. of minutes	Comments